

School Head Leadership Styles and Performance of Teachers: Basis for An Intervention

Angelica C. Porcincula, LPT^a, Anicia S. Madarang, EdD^b

^a *angelica.porcincula@mabinicolleges.edu.ph*

^b *anicia.madarang@deped.gov.ph*

*Mabini Colleges, Inc., Governor Panotes Avenue,
Daet, Camarines Norte, 4600, Philippines*

Abstract

This study probes the nexus between leadership styles and the performance of Araling Panlipunan 3 teachers in the Labo East District, examining how school leaders' approaches impact various facets of teaching efficacy. It evaluates teacher performance through classroom engagement, behavior management, age-appropriate teaching methods, professional growth alignment with the Philippine Professional Standards for Teachers, and the execution of tasks that bolster educational outcomes. The research also investigates the correlation between leadership styles and teacher performance, identifying challenges that impede teaching enhancement and proposing "Project ELEVATE," an intervention program aimed at elevating teacher performance in Araling Panlipunan.

Employing Transformational Leadership Theory, Social Learning Theory, and Adult Learning Theory within a descriptive correlational research design, the study utilizes comprehensive data collection methods to gather insights from school administrators and Araling Panlipunan 3 teachers. The findings reveal that while transformational and transactional leadership styles are prevalent and influential, a weak association was found between leadership style and teacher performance in most Key Result Areas, except for one. This suggests a more holistic approach to teacher effectiveness might be beneficial. The study culminates in recommendations for school leaders to adopt transformational and transactional leadership, focus on professional development, and foster a collaborative environment to enhance teacher effectiveness, with further research suggested to explore the broader impacts of leadership on teacher performance and student outcomes.

Keywords: Leadership Styles, Teachers' Performance, Teacher Effectiveness, Intervention Program, Transformational Leadership

1. Introduction

Teachers play a crucial role in imparting knowledge, skills, and values to students within the educational framework. However, the effectiveness of this knowledge transfer in the classroom is significantly shaped by the leadership style adopted by school leaders. Leadership style, defined as the manner and approach of providing direction, implementing plans, and motivating individuals, holds sway over the performance of both teachers and students, as well as the overall organizational culture and climate of the school (Northouse, 2016). Recognizing leadership as a pivotal factor in supporting teachers' growth and performance, Leithwood et al. (2004) assert that it ranks second only to classroom instruction in influencing student learning. Furthermore, leadership indirectly affects the quality of teaching and learning by influencing staff motivation, commitment, and working conditions (Leithwood et al., 2004). Consequently, a comprehensive understanding of the impact of leadership styles on the performance of teachers is imperative.

School leaders play a pivotal role in providing vision, direction, and support for teachers and the institution as a whole. Their responsibility extends to cultivating an environment conducive to learning, fostering collaboration, innovation, and excellence. Distinct leadership styles can yield varying implications for the performance of teachers, with some promoting trust, autonomy, and feedback, while others may engender a climate of control, compliance, and pressure.

The Philippines, a developing nation in Southeast Asia with a population exceeding 109 million, places significant emphasis on education as a primary driver of economic and social progress. The educational framework comprises pre-primary, primary, secondary, and tertiary levels, with primary education spanning six foundational years from grades 1 to 6. The primary curriculum encompasses subjects like Filipino, English, Mathematics, Science, Araling Panlipunan (Social Studies), Edukasyon sa Pagpapakatao (Values Education), Music, Arts, Physical Education, and Health (Department of Education, 2016). Despite substantial governmental and stakeholder investments, the Philippine education system grapples with challenges related to access, quality, equity, and relevance. According to the 2018 Programme for International Student Assessment (PISA), the Philippines ranked last among 79 countries in reading and second to last in mathematics and science, with Filipino students' scores significantly below the OECD average and minimum proficiency levels (OECD, 2019). These findings underscore the imperative to enhance both the quality of teaching and learning among teachers in the country.

This study intricately focuses on the Araling Panlipunan subject, chosen deliberately due to the researcher's role as an Araling Panlipunan subject teacher. Given the subject's reputation as one of the less favored disciplines, it provides a unique lens through which the manifestations of leadership style and the teacher's performance can be readily observed. Araling Panlipunan, encompassing the social, historical, cultural, and political dimensions of the Philippines and the global context, plays a crucial role in fostering students' awareness, understanding, and appreciation of diverse identities and heritage. Furthermore, it aims to develop competencies for active citizenship, emphasizing critical thinking, social responsibility, and global solidarity (Department of Education, 2016).

In particular, this research delves into the performance of teachers within the Araling Panlipunan domain. Collaboratively conducted by researchers, the Department of Education, and the local school district, the workshop sought to enhance leadership skills and competencies among school heads and teachers. It aimed to foster a culture of learning and collaboration, covering topics such as leadership styles, communication skills, team building, conflict management, and action planning. This comprehensive exploration not only provides insights into the effectiveness of leadership training in the Araling Panlipunan context but also sheds light on the intricate dynamics of improving teaching practices in a subject with unique challenges and perceptions.

Despite the subject's significance, studies reveal Araling Panlipunan as among the least liked and performed subjects among Filipino students (Obuyes, 2019; Caloyloy and Tolentino, 2021). National Achievement Test (NAT) results from 2016 to 2018 indicated its lowest mean percentage score among all subjects (DepEd, 2018). The period spanning 2016 to 2018 witnessed a noteworthy decrease in the mean percentage scores across all subjects in the National Achievement Test (NAT). The detailed examination of these results reveals a distinct pattern of decline: In 2016, the national mean percentage score stood at 42.0312.; In 2017, there was a slight reduction as the score diminished to 39.9512.; By 2018, a discernible downturn was evident, with the national mean percentage score for Grade 6 pupils plummeting to 37.44, marking the lowest point in NAT history. This substantial and consecutive reduction in scores underscores a consistent decline in academic performance levels over the specified three-year period. Furthermore, a survey by Kelley (2021) disclosed that only 17.6% of elementary students expressed liking for Araling Panlipunan, ranking it as the third least-liked subject. These findings underscore a notable lack of interest and engagement among students, potentially impacting learning outcomes within the context of Araling Panlipunan.

The low interest in Araling Panlipunan poses a potential obstacle to students' ability to convey knowledge and skills practically. Moreover, the District consolidated report on the Learning Assessment conducted in Araling Panlipunan 3, School Year 2021-2022, showed that some Grade 3 pupils in Labo East District struggled with Araling Panlipunan competencies manifesting a below proficiency level of 75% and found the subject boring and a difficult subject to learn. Therefore, it is imperative to examine those factors influencing the performance of the teachers in Araling Panlipunan and explore avenues for improvement.

One such influential factor is the school head's leadership style, which plays a key role in managing and directing the learning process. The school head's leadership style can impact the classroom climate, instructional methods, feedback mechanisms, and assessment practices—essential elements for effective knowledge transfer. Different leadership styles may create varying environments, influencing students' motivation, confidence, and ability to apply learning to new contexts. Although the relationship between school heads' leadership style and teachers' performance has been explored in diverse contexts, there is a notable gap in primary education research in the Philippines, particularly in Camarines Norte. This study aims to fill this void by investigating the correlation between school head leadership style and the performance of the teachers in Araling Panlipunan, exploring challenges, opportunities, and strategies for enhancement.

1.1. Objective of the Study

This study delves into the intricate relationship between the leadership styles of school heads and the performance of Araling Panlipunan 3 teachers, aiming to uncover the extent to which different leadership approaches influence teaching efficacy. It seeks to understand the prevalent leadership styles within educational institutions, measure the performance levels of Araling Panlipunan 3 teachers, and determine if there's a tangible link between the two. Additionally, the research will explore the various challenges that teachers face in their professional environment and propose targeted interventions to bolster their performance, thereby contributing to the broader educational landscape. The overarching goal is to identify actionable insights that can lead to the enhancement of teaching practices through informed leadership strategies.

2. Methodology

The study adopted a quantitative method with a descriptive-correlational design to explore the correlation comprehensively. This approach facilitated a nuanced investigation, providing a holistic understanding of the complex relationships within the educational context. The research involved distributing questionnaires to School Heads and Teachers and gathering data on leadership styles and perceived challenges in learning. Responses were quantified using a Likert scale, and the collected data underwent statistical analyses, including correlation coefficients and regression analyses (Hair et al., 2018). This approach, aligned with the positivist paradigm, aimed to establish empirical relationships and identify statistical significance, addressing all the SOPs. The goal of the design was to describe the study variables and determine their relationship.

2.1. Population, Sample Size, and Sampling Technique

In the Labo East District, the study's population encompassed school heads and Araling Panlipunan 3 teachers across 21 public elementary schools, with the academic year 2023-2024 serving as the focal period for this research. The selection of 20 school heads and 40 Araling Panlipunan teachers, based on the district's master list, was instrumental in examining the correlation between leadership styles and teacher performance. Surveys were the primary data collection method chosen for their ability to effectively gauge the leadership styles of school heads, assess teacher performance, and identify challenges within the teaching-learning process.

The inclusion of both school heads and teachers was crucial, as it provided a comprehensive perspective on the educational dynamics at play, particularly the influence of leadership on teaching efficacy in Araling Panlipunan 3. This study's respondent criteria were meticulously crafted to ensure a thorough exploration of the subject matter, with a focus on those actively engaged in teaching Araling Panlipunan 3 and school heads experienced in various leadership styles, thereby ensuring that the findings would be contextually relevant and reflective of the district's unique educational environment. This strategic selection of respondents was pivotal in lending credibility and depth to the study's conclusions.

2.2. Data Gathering Procedures

In the initial phase of this study, meticulous attention was given to ethical considerations, securing the approval of school heads and district committees for the research to be conducted in selected schools. The researcher personally communicated with respondents, ensuring they were fully informed about the study's procedures, potential risks, and benefits, as well as their role in data collection. Privacy and confidentiality were paramount, with consent forms distributed and signed in accordance with RA 10173, allowing respondents to opt out of sensitive questions and inquire about the study's findings. The data collection process entailed distributing questionnaires to school heads based on the Multifactor Leadership Questionnaire and to teachers, using a performance assessment tool aligned with RPMS-PPST Performance Objectives. Data-gathering sessions were scheduled for convenience, utilizing video conferencing when necessary to facilitate a smooth and ethically sound collection of data. This approach ensured that the research was conducted with integrity, respecting the rights and privacy of all participants while gathering comprehensive data to inform the study's outcomes.

2.3. Statistical Treatment of Data

In this study, the relationship between leadership styles and teacher performance is examined through a variety of statistical methods using SPSS software. To identify the prevalent leadership styles, the Multifactor Leadership Questionnaire (MLQ) is employed, which assesses transformational, autocratic, and passive dimensions on a four-point Likert scale. The frequency of each leadership dimension is calculated using descriptive statistics, and a leadership style profile is established by averaging the scores for each dimension. Concurrently, the performance of Araling Panlipunan teachers is evaluated against the RPMS-PPST Performance Objectives, with weighted means computed and interpreted on a scale from poor to outstanding. The study also employs Pearson's r to determine the correlation between school heads' leadership styles and teacher performance, ensuring that the variables are normally distributed, the relationship is linear, and the data points are independent. The Pearson correlation coefficient is calculated using the formula

$$R = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

to test the hypothesis of no association between the two variables.

Challenges faced by school leaders and Araling Panlipunan teachers are identified using descriptive statistics, with checklists adapted from questionnaires on principal challenges and teaching problems. An intervention program is then designed to enhance teacher performance, validated by respondents, and aligned with the Department of Education's standards. This program includes identifying challenges, setting goals, selecting intervention methods, and employing continuous monitoring and evaluation to measure success. The

study’s comprehensive approach aims to propose effective strategies for improving teacher performance through informed leadership practices.

3. Results and Discussion

3.1. Leadership Style Commonly Adopted by School Leaders

The exploration of leadership styles within educational institutions reveals a significant impact on teacher performance and the overall learning environment. In the Labo East District, school leaders’ leadership approaches are assessed using the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1996), which evaluates transformational, autocratic, democratic, and laissez-faire leadership styles. The findings, as perceived by both school heads and teachers, indicate a strong inclination towards transformational leadership, characterized by Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration. These factors reflect a leadership approach that inspires, motivates, and fosters a culture of innovation and personalized support. Studies such as those by Aquino et al. (2021) and Uy (2024) corroborate the effectiveness of transformational leadership practices in enhancing teacher performance. Additionally, research by Pacia and Guevarra (2023) supports the positive perception of directive, supportive, participative, and achievement-oriented leadership styles among teachers.

Table 1. Leadership Style Commonly Adopted by School Heads

Leadership Style	Frequency	
	School Head (n ₁ = 20)	Teachers (n ₂ = 40)
Transformational Leadership	14	17
Transactional Leadership	3	7
Transformational and Transactional Leadership	3	12
Transformational, Transactional, and Passive/Laissez-Faire Leadership	0	4
Total	20	40

Transactional leadership, emphasizing the exchange of rewards for performance, is also present in the district, with Contingent Reward and Management-by-Exception being notable factors. This approach complements transformational leadership by providing clear expectations and practical goal-setting. The balance between transformational and transactional leadership suggests a comprehensive strategy that combines visionary inspiration with tangible incentives. Conversely, laissez-faire leadership, characterized by a lack of involvement, is less prevalent, indicating an active engagement of school heads in the leadership process. The predominance of active leadership styles is further supported by Mancio’s (2023) case study on instructional leadership, highlighting the importance of active and engaging leadership in improving teacher performance.

In summary, the leadership styles adopted by school heads in Labo East District predominantly align with transformational and transactional leadership, with a minimal presence of passive leadership. The data suggests that effective leadership practices, as reflected in the high ratings of transformational leadership factors and the supportive findings from relevant studies, are crucial for fostering a positive learning environment and enhancing teacher performance. The study’s comprehensive approach aims to propose effective strategies for improving teacher performance through informed leadership practices.

3.2. Performance of Araling Panlipunan 3 Teachers

The performance of Araling Panlipunan teachers in the Labo East District is a focal point for understanding the impact of leadership styles on educational outcomes. The RPMS-PPST system, as mandated

by the DepEd Memorandum No. 008, s.2023, provides a structured assessment of teacher performance across six Key Result Areas (KRAs) for the School Year 2022-2023 (Tura, 2023). The evaluation reveals that teachers excel in applying content knowledge, managing classroom structures, and implementing teaching and learning processes, with mean scores indicating “Outstanding” performance. This suggests a strong alignment with curriculum requirements and a commitment to fostering an engaging learning environment. The assessment also highlights the teachers’ adept use of diagnostic, formative, and summative assessment strategies, reflecting a data-informed approach to monitoring learner progress (Tura, 2023).

Table 2. Performance of Araling Panlipunan 3 Teachers

Key Results Area (KRA)	Mean	VI
KRA 1- Content Knowledge and Pedagogy		
1. Applied knowledge of content within and across curriculum teaching areas.	4.925	Outstanding
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.913	Outstanding
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.888	Outstanding
Mean	4.908	Outstanding
KRA 2- Learning Environment and Diversity of Learners		
4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments.	4.838	Outstanding
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	4.913	Outstanding
6. Used differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strengths, interests, and experiences.	4.838	Outstanding
Mean	4.863	Outstanding
KRA 3- Curriculum and Planning		
7. Planned, managed, and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.863	Outstanding
8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice	4.788	Outstanding
9. Selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.713	Outstanding
Mean	4.788	Outstanding
KRA 4- Assessment and Reporting		
10. Designed, selected, organized, and used diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	4.913	Outstanding
11. Monitored and evaluated learner progress and achievement using learner attainment data.	4.725	Outstanding
12. Communicated promptly and clearly the learners’ needs, progress, and achievement to key stakeholders, including parents/guardians.	4.725	Outstanding
Mean	4.788	Outstanding
KRA 5- Personal Growth and Professional Development		
13. Applied a personal philosophy of teaching that is learner-centered	4.750	Outstanding
14. Set professional development goals based on the Philippine Professional Standards for Teachers	4.750	Outstanding
Mean	4.750	Outstanding
KRA 6- Plus factor		
15. Performed various related works/ activities that contribute to the teaching-learning process.	4.617	Outstanding
Mean	4.617	Outstanding
Overall Mean	4.810	Outstanding

N=40 Legend: 5 (4.500 – 5.000) – Outstanding (O); 4 (3.500 – 4.499) – Very Satisfactory (VS); 3 (2.500 – 3.499) – Satisfactory (S); 2 (1.500 – 2.499) – Unsatisfactory (US); 1 (1.000 – 1.499) – Poor (P); VI – Verbal Interpretation

* Adopted from RPMS-PPST Performance Objectives for SY 2022-2023

In addition to these achievements, teachers demonstrate a learner-centered philosophy and actively engage in activities that contribute to the teaching-learning process, further evidenced by their “Outstanding” overall mean score. These results underscore the professionalism and dedication of Araling Panlipunan teachers in enhancing student learning and development. However, the study acknowledges potential challenges in

maintaining motivation and addressing individual learning needs, suggesting the need for interventions such as professional development and collaborative inquiry to sustain and enhance teacher performance.

The significance of resource utilization in teacher performance is highlighted in the study “Utilization of Learning Resources, Teachers’ Performance and Academic Performance of Pupils in Araling Panlipunan” by Dayon (2021). This research supports the high-performance scores across the KRAs, emphasizing the importance of learning resources in achieving mastery of subject matter and creating supportive learning environments. Dayon’s findings align with the “Outstanding” performance in planning and implementing teaching processes, utilizing assessment strategies, and adopting a learner-centered approach, all of which contribute significantly to the teaching-learning process (Dayon, 2021). The synthesis of these studies and assessments paints a comprehensive picture of the factors contributing to teacher performance and the potential for leadership to influence educational success.

3.3. Correlation Between Leadership Style of School Heads and Teachers’ Performance

The correlation between leadership styles of school heads and teacher performance reveals no statistically significant relationship across the Key Result Areas (KRAs), suggesting that leadership alone may not strongly predict teacher effectiveness. For example, transformational leadership showed a weak negative correlation with KRA 3 ($r = -0.272$), indicating that while it fosters creativity and innovation (Leithwood et al., 2020), it may not align with the structured demands of instructional planning. Similarly, transactional leadership exhibited a slightly negative relationship with KRA 3 ($r = -0.223$), highlighting its limited impact on long-term professional growth and teaching innovation (Greimel et al., 2023; Uy, 2024). The combined use of both leadership styles also showed a weak negative correlation, suggesting that flexibility in leadership may not always translate into improved instructional outcomes (Fries et al., 2021).

Table 3. Test of Correlation Between Leadership Style of School Heads and Performance of Teachers

Leadership Style		KRA 1	KRA 2	KRA 3	KRA 4	KRA 5	KRA 6
Transformational Leadership	Pearson Correlation	-0.026	0.145	-0.272	-0.039	-0.156	0.038
	Sig. (2-tailed)	0.871	0.372	0.090	0.812	0.335	0.816
Transactional Leadership	Pearson Correlation	-0.020	0.020	-0.223	-0.044	-0.032	0.068
	Sig. (2-tailed)	0.903	0.904	0.167	0.787	0.845	0.675
Transformational and Transactional Leadership	Pearson Correlation	-0.025	0.086	-0.271	-0.046	-0.099	0.06
	Sig. (2-tailed)	0.877	0.597	0.091	0.779	0.543	0.714
Combined Leadership Style	Pearson Correlation	0.055	0.134	-0.270	-0.027	-0.073	0.010
	Sig. (2-tailed)	0.735	0.409	0.092	0.869	0.654	0.951

*Correlation is significant at the 0.05 level (2-tailed)

These findings indicate that effective teacher performance may require more than just transformational or transactional leadership styles, underscoring the importance of instructional leadership tailored to the specific needs of teachers and educational contexts (Leithwood, 2021). School heads should adopt directive and supportive leadership approaches to better align their practices with teachers' instructional and professional needs (Pacia and Guevarra, 2023). The study recommends leadership training programs that equip school heads with strategies to support teacher planning, assessment, and continuous professional development, particularly in subject areas like Araling Panlipunan.

3.4. Challenges Encountered by School Heads and Araling Panlipunan Teachers

In the quest to enhance educational outcomes, school heads face a myriad of challenges that can impede the performance of teachers and, consequently, students. The study utilizes a checklist adapted from Gonaim (2018) to identify these challenges, revealing that socioeconomic factors such as low parental educational attainment and absenteeism are significant barriers to student success, as supported by Jeynes (2007) and Wilder (2014). Additionally, the dynamic nature of educational policies and the scarcity of resources, particularly in ICT, present ongoing hurdles for school leaders, echoing the findings of Ertmer and Ottenbreit-Leftwich (2010) and Fullan (2007). The research by Cruz and Madarang (2023) further underscores the difficulties faced in multi-grade classrooms and remote areas, aligning with the challenges of adapting to policy changes and equipment shortages.

Table 4. Challenges Encountered by the School Heads

Challenges		Frequency	Rank
A. Teacher-related			
1.	Lack of teacher items.	10	5
2.	Increased number of teachers retiring.	5	12
3.	Increased number of teachers transferred.	3	14
4.	Lack of teaching experience.	5	12
5.	Peer disagreement.	5	12
6.	Less commitment to teaching.	9	6.5
B. Rules and regulations related			
7.	Continuous changes in rules and regulations/DepEd policy	14	3.5
8.	Confusing DepEd policy rules and regulations	7	8.5
C. Student-related			
9.	Absenteeism	16	2
10.	Increase enrolment within a limited capacity	6	10
D. Parent-related			
11.	Low educational attainment to assist their children in doing school assignments.	18	1
12.	Non-cooperation/participation in school activities.	9	6.5
E. Infrastructure			
13.	Lack of educational equipment (ICT).	14	3.5
14.	Lack of instructional room/classroom.	7	8.5
F. Others			
15.	Limited Resources for ICT materials.	1	15.5
16.	Distance of school and involved in an armed conflict location.	1	15.5

N = 20

Moreover, the study uncovers unique challenges not previously identified, such as limited ICT resources and the geographical and security issues that some schools face. These findings suggest the need for crisis management strategies and specialized support to ensure safe and effective learning environments, as highlighted by Subedi (2019). Addressing these challenges is crucial for the transfer of learning and the overall effectiveness of educational leadership.

Araling Panlipunan teachers face a spectrum of challenges that can impact their ability to deliver quality education. The most pressing issue is the limited ICT skills and in-depth knowledge of history content specific to Region V, which is crucial for effective teaching (Mishra and Koehler, 2006; Shulman, 1986). Addressing this requires professional development programs that enhance teachers' technological pedagogical content knowledge (TPACK) and subject matter expertise. Indifferent behavior among students, identified as the second most significant challenge, is known to negatively affect academic achievement and knowledge transfer, necessitating interventions that promote engagement and motivation (Fredricks et al., 2004; Skinner and Belmont, 1993).

Table 5. Challenges Encountered by the Teachers

Challenges	Frequency	Rank
A. School-related		
1. Lack of textbooks and references.	22	3
2. Conduct of school programs coincides with classes.	18	7
3. Lack of financial support from the stakeholders.	16	8.5
4. Limited class time allocation.	15	10
5. Lack of collaborative teaching-learning activities.	7	13
B. Teacher-related		
6. Still practicing traditional teaching skills and strategies.	4	15
7. Limited time to cover the entire chapters of the books.	20	5
8. Limited available print materials.	19	6
9. Limited teacher's ICT skills and in-depth knowledge of the history content of Region V.	25	1
10. Difficulty in attaining the set objectives.	5	14
C. Student-related		
11. Unable to answer test questions due to the long construction of questions.	16	8.5
12. Subject is least prioritized.	11	12
13. Manifest indifferent behavior.	23	2
14. Lack of interest in participating in class activities.	14	11
15. Difficulty understanding complex topics.	21	4

The lack of textbooks and references, coupled with the difficulty in understanding complex topics, presents barriers to learning, highlighting the need for adequate instructional materials and robust assessment practices (Okoye, 2008; Adeogun and Osifila, 2008; Stiggins, 2005; Black and Wiliam, 1998). Time constraints also pose a challenge, with limited time to cover all chapters in the prescribed textbooks, suggesting the need for revised scheduling protocols or a modular curriculum approach (Gettinger and Seibert, 2002; Berliner, 1990; Canady and Rettig, 1995; Hackmann, 2004).

Furthermore, the shortage of print materials and scheduling conflicts due to school programs highlight systemic issues in resource allocation and management (Baker et al., 2019). These findings align with concerns raised by the Alliance of Concerned Teachers regarding the lack of learning materials in various subjects (Mateo, 2019). To address these challenges, comprehensive interventions are needed, including professional development, resource provision, and pedagogical support, to enhance teacher performance and facilitate effective learning in Araling Panlipunan instruction (Guskey, 2002; Marzano and Marzano, 2003). The move away from traditional teaching methods, indicated by the least significant challenge, suggests a positive shift towards more contemporary educational practices.

3.5. Proposed Intervention Program for School Heads and Teachers

Project ELEVATE is a comprehensive intervention program designed to address challenges faced by school heads and teachers, particularly in Araling Panlipunan instruction. Aligned with the Department of Education's objectives and the Philippine Professional Standards for Teachers, the program focuses on technology integration, professional development, and fostering professional learning communities. It aims to enhance teaching and learning experiences through evidence-based practices (Hattie, 2009; Guskey, 2000) and ongoing monitoring (Darling-Hammond et al., 2017; Black and Wiliam, 1998). The proposal responds to identified needs, such as improving performance in KRA 6 and addressing limitations in various leadership styles, by empowering teachers with ICT skills and creating collaborative learning environments.

The program's emphasis on ICT integration aligns with the Enhanced Basic Education Act of 2013 and prepares students for a knowledge-based economy. Through training in tools like Canva and hyperlink-based multimedia, teachers can enhance instructional efficiency and student engagement. Regular workshops and assessments ensure continuous improvement and responsiveness to challenges. By promoting digital

literacy, professional development, and collaborative practices, Project ELEVATE offers a holistic approach to improving education quality at Fundado Elementary School, with the potential for long-term positive impacts on teaching efficiency and academic outcomes.

4. Conclusion and Recommendations

This study examined the intricate relationship between leadership styles and teachers' performance, particularly focusing on Araling Panlipunan 3 within the Labo East District. Key findings indicate that transformational leadership is the predominant style among school heads, as identified by both leaders and teachers. However, a notable discrepancy exists between self-assessments and teacher observations, suggesting that school heads may not fully grasp how their leadership behaviors are perceived. This highlights the importance of implementing continuous reflection and feedback mechanisms to align leadership practices with teachers' experiences and expectations.

The performance of Araling Panlipunan 3 teachers, assessed through the RPMS-PPST tools and IPCRF, reflects an overall "Outstanding" rating across six Key Result Areas (KRAs), demonstrating high instructional quality. Notably, KRA 1 (Content Knowledge) and KRA 2 (Learning Environment) received high scores, indicating effective pedagogical practices and student engagement. However, moderate scores in KRA 6 (Plus Factor) indicate a need for increased teacher involvement in extracurricular activities. Additionally, the lack of significant correlations between leadership styles and teacher performance suggests that leadership alone does not directly influence instructional outcomes, necessitating context-specific leadership practices that prioritize instructional support.

To enhance teacher performance and address identified challenges, it is recommended that school leaders adopt both transformational and transactional leadership styles to foster a positive learning environment. The Department of Education should implement targeted professional development initiatives to sustain the outstanding performance of teachers and address individual learning needs. Furthermore, a holistic approach should be adopted, considering factors such as resource availability and school culture, while comprehensive interventions should focus on enhancing ICT skills, content knowledge, and parental engagement to support effective teaching. For future researchers, conducting longitudinal studies could provide deeper insights into the causal relationships between leadership styles, teacher performance, and learning outcomes, exploring how contextual factors influence these dynamics.

Acknowledgments

This thesis became a reality with the kind support and help of many individuals. I would like to extend my sincere thanks and unending appreciation to the following:

Our GOD Almighty for the wisdom He bestowed upon me, the strength, peace of mind, and good health to finish this research;

My family for their encouragement, which helped me complete this paper; My beloved and supportive husband, Melbert, for always being by my side every time I needed him and for helping me a lot in making this study, and my lovable son, Aaron Martin, for being my inspiration to pursue this undertaking;

Dr. Anicia S. Madarang, my adviser, for imparting her knowledge and expertise in this study;

Dr. Sonia S. Carbonell, Dean of the Graduate School of Mabini Colleges, for her wide assistance in the realization of this work;

Distinguished members of the panel headed by Dr. Erlinda J. Porcincula, Dr. Ela N. Regondola, Dr. Maria Flora T. Pandes, and Ms. Faina Rose Casimiro;

SDO Camarines Norte personnel, for allowing me to conduct this study in Labo East District;

The principals and teachers of Labo East District for giving me permission to conduct this study and become my respondents; and

Finally, my colleagues and people for willingly helping me with all of their abilities and participation.

References

- Adeogun, A. A., & Osifila, G. I. (2008). Relationship between educational resources and students' academic performance in Lagos State Nigeria. *International Journal of Educational Management*, 5(6), 144-153.
- Baker, R. S., D'Mello, S. K., Rodrigo, M. M., & Graesser, A. C. (2019). Better learning through instructional science: A health literacy intervention case. In S. M. Schueller & D. C. Stiles (Eds.), *The Wiley handbook of positive clinical psychology* (pp. 375-396). John Wiley & Sons.
- Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. *Education Digest*, 78(2), 4-9.
- Bass, B. M., & Avolio, B. J. (1996). Multifactor leadership questionnaire. *Western Journal of Nursing Research*.
- Berliner, D. C. (1990). What's all the fuss about instructional time. The nature of time in schools: Theoretical concepts, practitioner perceptions, 1, 3-35.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: principles, policy & practice*, 5(1), 7-74.
- Caloyloy, R. P., & Tolentino, J. S. (2021). The Effect of RIMAP (Remedial Intervention Material in Teaching Araling Panlipunan) in the Academic Performance of Grade Six Pupils in Silang West Elementary School. *Online Submission*.
- Canady, R. L., & Rettig, M. D. (1995). Block scheduling: A miracle or a mirage?. *School Administrator*, 52(2), 14-22.
- Cruz, J. A., & Madarang, A. S. (2023). Leadership and Management Practices of Multi-Grade School Heads in The Division of Camarines Norte. *IRE Journals* 7(2), 38-60.
- Dayon, J. P. (2021). Utilization of Learning Resources, Teachers' Performance and Academic Performance of Pupils in Araling Panlipunan. *International Journal of Advanced Multidisciplinary Studies*, 1(2). Retrieved from <https://www.ijams-bbp.net/archive/vol-1-issue-2/utilization-of-learning-resources-teachers-performance-and-academic-performance-of-pupils-in-araling-panlipunan/>.
- Mancio, W. (2023). Enhancing instructional leadership for Filipino teachers in senior high school: a case study in the school division of Manila. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4667350.
- Department of Education. (2016). K to 12 Basic Education Curriculum. Retrieved from <https://www.deped.gov.ph/k-to-12/about/k-to-12-basic-education-curriculum/>.
- Department of Education. (2018). National Achievement Test (NAT) Results. Retrieved from <https://www.deped.gov.ph/nat-results/>.
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42(3), 255-284.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of educational research*, 74(1), 59-109.
- Fries, D., Scanlon, M., & Xu, D. (2021). Exploring the full-range leadership model in educational contexts: Transformational, transactional, and laissez-faire leadership in higher education. *Journal of Educational Leadership*, 35(2), 110-130. <https://doi.org/10.1080/19415257.2021.1886299>
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- Gettinger, M., & Seibert, J. K. (2002). Best practices in increasing academic learning time. *Best practices in school psychology IV*, 1, 773-787.
- Gonaim, F. A. (2018). Female school principals: Challenges and coping strategies. *MIER Journal of Educational Studies Trends and Practices*, 223-238.
- Gottfried, M. A. (2014). Chronic absenteeism and its effects on students' academic and socioemotional outcomes. *Journal of Education for Students Placed at Risk*, 19(2), 53-75.
- Greimel, N. S., Kanbach, D. K., & Chelaru, M. (2023). Virtual teams and transformational leadership: An integrative literature review and avenues for further research. *Journal of Innovation & Knowledge*, 8(2), 100351. Retrieved from <https://doi.org/10.1016/j.jik.2023.100351>
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and teaching*, 8(3), 381-391.
- Hackmann, D. G. (2004). *Constructivistic block scheduling: A reverse activities approach*. Larchmont, NY: Eye on Education.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2018). *Multivariate Data Analysis* (8th ed.). Cengage Learning.
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82-109.
- Kelley, J. (2021). Student interest and engagement in Araling Panlipunan. *Philippine Journal of Education*, 100(1), 25-48.
- Leithwood, K. (2021). A review of evidence about equitable school leadership. *Education Sciences*, 11(8), 377. Retrieved from <https://tinyurl.com/2hjnn7ea>
- Leithwood, K., Harris, A., & Hopkins, D. (2004). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.
- Leithwood, K., Sun, J., & Schumacker, R. (2020). How school leadership influences student learning: A test of "The four paths" model.

- Educational Administration Quarterly*, 56(4), 508-545. <https://tinyurl.com/ykfrfsxh>
- Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational leadership*, 61(1), 6-13.
- Mateo, J. (2019). DepEd hit for lack of learning materials. The Philippine Star. <https://www.philstar.com/other-sections/education-and-home/2019/06/27/1929821/depd-hit-lack-learning-materials>.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers college record*, 108(6), 1017-1054.
- Northouse, P. G. (2016). *Leadership: Theory and practice*. Sage publications.
- Obuyes, M. G. (2019). ICT Integration in Teaching Araling Panlipunan Relative to the Academic Performance among Grade Ten Students of Infanta National High School, Infanta, Quezon: Basis for an Araling Panlipunan Ict-Inte. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(20).
- OECD. (2019). PISA 2018 Results (Volume I): What Students Know and Can Do. Retrieved from https://www.oecd-ilibrary.org/education/pisa-2018-results-volume-i_5f07c754-en.
- Okoye, N. S. (2008). Resources availability and utilization in teaching geography in secondary schools in Ibadan, Nigeria. *Nigerian Journal of Educational Studies*, 7(1), 216-224.
- Pacia, D. R., & Guevarra, P. M. (2023). Influence of path-goal theory of leadership styles and the moderating role of task structure in leadership on teachers' satisfaction, motivation, and performance. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(7), 2330-2345.
- Aquino, C. J., Afalla, B., & Fabelico, F. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. Available at SSRN 3948871.
- Pacia, D. R., & Guevarra, P. M. (2023). Influence of path-goal theory of leadership styles and the moderating role of task structure in leadership on teachers' satisfaction, motivation, and performance. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(7), 2330-2345. Retrieved from <http://dx.doi.org/10.11594/ijmaber.04.07.15>
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational researcher*, 15(2), 4-14.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85(4), 571.
- Stiggins, R. J. (2005). Student-involved assessment for learning. Upper Saddle River, NJ: Prentice-Hall.
- Subedi, B. S. (2019). Emerging Trends of Research on Transfer of Learning *International Journal of Education and Social Science*, 6(8), 591.
- Tura, R. (2023). Into the Unknown: Lived Experiences of the Selected Public-School Teachers in Conducting Action Research in the New Normal. Ryan Tura (2023). *Into the Unknown: Lived Experiences of the Selected Public-School Teachers in Conducting Action Research in the New Normal, Psychology and Education: A Multidisciplinary Journal*, 14(1), 456-465.
- Uy, M. R. D. (2024). School heads' leadership styles and teachers' performance. *Psychology and Education: A Multidisciplinary Journal*, 17(1), 33-38.
- Uy, M. R. D. (2024). School heads' leadership styles and teachers' performance. *Psychology and Education: A Multidisciplinary Journal*, 17(1), 33-38. Retrieved from <https://tinyurl.com/mrx3d3w6>
- Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377-397.