

Interpersonal Leadership Engagement on Teachers' Performance

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Abstract

This study investigated the relationship between interpersonal leadership engagement and teachers' performance in secondary schools within the Paracale District. Specifically, it discovered the extent to which school leaders exhibit the qualities of intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence. Evaluates teachers' performance across various dimensions, such as content knowledge, pedagogy, learning environment, curriculum planning, and professional engagement. The researcher employed the complete enumeration sample technique with two hundred thirty-seven (237) teacher-respondents from public secondary schools in the Paracale District, Camarines Norte, labeled as School A, School B, School C, School D, and School E. The findings revealed that school heads generally demonstrate high levels of interpersonal leadership engagement, particularly in individualized consideration and idealized influence. Teachers' performance is predominantly rated as "Very Satisfactory," with strengths in fostering a supportive learning environment and areas for improvement in content knowledge and pedagogy. Despite these findings, no significant relationship was found between the interpersonal leadership engagement of school heads and teachers' performance. Based on these results, the study proposes a Professional Training program addressing intellectual stimulation and Teachers' Performance on Content Knowledge and Pedagogy to address the identified areas for improvement. This study contributed to understanding the dynamics between leadership engagement and teacher performance, providing insights for potential interventions to enhance both.

Keywords: Interpersonal leadership engagement; teachers' performance; educational leadership; professional development

1. Introduction

The study of the relationship between teachers' performance involvement and their level of interpersonal leadership is an important field of research with potentially large implications for educational policy and practice. This has a considerable influence on the morale of teachers, their motivation, and their capacity to accomplish their professional tasks. There is no possible way to overestimate the value of interpersonal leadership involvement considering the increased focus placed on the quality of education and the performance of teachers. This research intends to comprehensively understand the link between interpersonal leadership engagement and teacher performance by synthesizing findings from various academic perspectives. The Learning Action Cell, as stipulated in DepEd Order No. 35, s. 2016, is defined as a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school, facilitated by

the school head or a designated LAC Leader. The Department of Education (DepEd), through DepEd Order (DO) no. 42, s. 2017, adopted the Philippine Professional Standards for Teachers (PPST). The PPST complements the reform initiatives on teacher quality from pre-service education to in-service training.

To this, DepEd Order No. 192, s. 2016, introduced the School Heads Development Program (SHDP): Foundation Course, which is intended to improve the capabilities of school heads in managing their schools effectively. This program also serves as preparation for aspiring school leaders, ensuring they are equipped to handle the complex tasks associated with school administration, thereby contributing to the overall improvement of educational leadership within the system.

In addition, DepEd Order No. 33, s. 2014, titled “Guidelines on the Granting of Performance-Based Bonus for the Department of Education Employees and Officials for Fiscal Year 2013,” outlined a set of guidelines. These guidelines provide systematic, evidence-based mechanisms, procedures, and criteria for granting the PBB within DepEd.

Furthermore, DepEd Order No. 42, s. 2017, the Philippine Professional Standards for Teachers (PPST), which serves as a framework for improving teacher quality across the educational system. It outlines clear domains, strands, and indicators that define teacher competence, professional learning, and effective engagement. These standards highlight what teachers should know, do, and value to ensure improved student learning outcomes and quality education. It also encourages teachers to reflect on their practices and strive for personal and professional growth, which is essential for maintaining high standards in education.

Moreover, DepEd Order No. 35, s. 2016 institutionalizes the Learning Action Cell (LAC) as a school-based community of practice aimed at fostering collaborative learning among teachers. It emphasizes the use of LAC as a professional learning tool to enhance teacher quality and improve student performance, aligning with the focus on professional development frameworks.

Similarly, DepEd Order No. 11, s. 2019 (NEAP Transformation Framework) emphasizes the significance of instructional leadership and supports teachers’ development through mentoring and leadership roles. This framework aligns with the interpersonal engagement aspect of your study, highlighting how school heads’ leadership styles impact teachers’ motivation and performance.

On the other hand, DepEd Order No. 66, s. 2007 (Enhanced Basic Education Act - EBEIS) integrates continuous professional development and collaborative teaching approaches. It underscores the role of school leaders in fostering a positive working environment, which enhances teacher performance through effective interpersonal leadership.

2. Methodology

This study utilized a quantitative method using a descriptive-correlational research design. The aim was to determine how school leaders influenced their interpersonal leadership skills and how these skills affected teachers’ performance in secondary schools within the Paracale District. Additionally, the study included a correlational design to explore the relationship between the level of interpersonal leadership engagement of school leaders and their impact on teachers’ performance. By using Pearson’s Product-Moment Correlation, the study analyzed whether there was a significant relationship between these variables. This design helped to identify how the differences in interpersonal leadership engagement correlated with differences in teachers’ performance, providing insights into the nature and strength of these relationships.

2.1. Population, Sample Size, and Sampling Technique

The study respondents were teachers from public secondary schools in the Paracale District, Camarines Norte, labeled as School A, School B, School C, School D, and School E. The researcher employed the

complete enumeration sample technique, with a total of two hundred thirty-seven (237) teachers as respondents.

2.2. Data Gathering Procedure

The researcher first sought permission from the Schools Division Superintendent of Camarines Norte and the Public Schools District Supervisor of the Paracale District. This administrative protocol ensured that all necessary approvals were in place before data collection began, adhering to the ethical standards set by the relevant authorities. Upon receiving the necessary permissions, the researcher proceeded to identify and select the study respondents, which included teachers from secondary schools in the district.

The researcher-made survey questionnaires were distributed personally to the respondents. The survey tools underwent validation by five specialists and were contextualized to address the objectives of the study. To ensure accuracy and dependability, a dry run was conducted with 20 non-respondents, and the Cronbach alpha coefficient was computed for reliability testing. Respondents received comprehensive information about the study's objectives, methods, potential risks, benefits, and their rights as respondents. Informed consent was obtained, and confidentiality was strictly maintained. Respondents had the right to refuse to answer sensitive questions, request access to the resulting data, and ask questions about the study and their involvement.

The researcher ensured that all ethical considerations were followed, including the respondents' autonomy, minimizing harm, and conducting the study with transparency. The data collected were analyzed by a statistician, and the findings were confidentially disseminated.

2.3. Statistical Treatment of Data

Data tabulation and analysis were conducted using Microsoft Excel and IBM SPSS Version 21. This study utilized descriptive and correlational statistics to assess the relationship between interpersonal leadership engagement and teachers' performance at secondary schools in the Paracale District. The weighted mean was employed to assess the extent of interpersonal leadership engagement along with intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence. The weighted mean was also used to describe the level of teachers' performance along with content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning and assessment and reporting, community linkages and professional engagement and personal growth and professional development, and lastly, the plus factor. Pearson's Product-Moment Correlation was applied to examine the significant relationship between interpersonal leadership engagement and teachers' performance. This correlation coefficient (r) measured the strength and direction of the relationship between the two variables.

3. Results and Discussion

3.1. Extent of Interpersonal Leadership Engagement Qualities Exhibited by School Leaders

This study evaluates the extent of interpersonal leadership engagement qualities exhibited by school leaders. The analysis focuses on four components of interpersonal leadership: (1) intellectual stimulation, (2) individualized consideration, (3) inspirational motivation, and (4) idealized influence.

3.1.1. Intellectual Stimulation

This section examines the extent to which school leaders exhibit interpersonal leadership engagement in terms of intellectual stimulation, as shown in Table 1. It highlights practices that challenge and encourage subordinates to think critically and creatively, as reflected in their weighted mean scores.

As shown in the table, the overall weighted mean of 3.47 indicates that school leaders generally “Always Manifested” intellectual stimulation. The results further show that the highest rating was observed in Indicator 1, which provides challenges that help grow with a weighted mean of 3.59, interpreted as “Always Manifested”. Meanwhile, the lowest rating was in Indicator 9, which refers to sets of standards of performance that he/she expects subordinates to follow, even if they may not agree with these, with a weighted mean of 3.32, interpreted as “Always Manifested”. The overall weighted mean demonstrated that school leaders “Always Manifested” qualities of intellectual stimulation. Their strength lies in fostering growth through challenging subordinates, as evidenced by the high rating in providing growth opportunities. However, the lower score in enforcing performance standards may have indicated a focus on flexibility, which could potentially lead to inconsistencies in ensuring alignment with organizational goals.

Table 1. Extent of Interpersonal Leadership Engagement Qualities Exhibited by School Leaders Along Intellectual Stimulation

Indicators		Weighted Mean	Interpretation
1.	Provides challenges that help grow.	3.59	AM
2.	Encourages us subordinates to explore new ways of doing jobs.	3.57	AM
3.	Prefers tried and tested ways, rather than non-traditional ways, of solving traditional problems.	3.38	AM
4.	Encourages addressing problems by using reasoning and evidence, rather than unsupported opinion.	3.51	AM
5.	Encourages to expression of ideas and opinions.	3.49	AM
6.	Accepts whatever assumptions subordinates have regarding an issue, whether assumptions are right or not.	3.33	AM
7.	Arouses awareness of important issues.	3.57	AM
8.	Make sure poor or mediocre performance is improved.	3.46	AM
9.	Sets standards of performance that he/she expects subordinates to follow, even if they may not agree with these.	3.32	AM
10.	Uses knowledge and charisma rather than position, power, or coercion to influence others.	3.51	AM
Overall Weighted Mean		3.47	AM
<i>Rating Scale</i>			
<i>Descriptive Interpretation</i>			
3.25 – 4.00	Always Manifested (AM)		
2.50 – 3.24	Frequently Manifested (FM)		
1.75 – 2.49	Rarely Manifested (RM)		
1.00 – 1.74	Not Manifested (NM)		

The findings of this study were corroborated by Mangulabnan et al. (2021) and Hopkins (2019), who emphasized the importance of interpersonal leadership, particularly in fostering intellectual stimulation and critical thinking among subordinates. Mangulabnan et al. highlighted that school principals who challenged teachers to think creatively and provided opportunities for professional growth effectively enhanced teachers' motivation and innovation. Similarly, Hopkins identified intellectual stimulation as a core characteristic of successful school leadership, advocating for practices that provoked critical reflection and problem-solving among staff.

3.1.2. Individualized Consideration

This section examines the extent to which school leaders exhibit interpersonal leadership engagement in terms of individualized consideration, as shown in Table 2. It highlights practices that demonstrate respect, personal attention, and encouragement for subordinates, as reflected in their weighted mean scores.

The table shows that the overall weighted mean of 3.54 indicates that school leaders “Always Manifested” individualized consideration. The results further show that the highest rating was observed in Indicator 10, which values the input from coworkers with a weighted mean of 3.70, interpreted as “Always Manifested”. Meanwhile, the lowest rating was in Indicator 5, which recognizes or gives reasonable rewards to subordinates who complete difficult or complex tasks with a weighted mean of 3.34, interpreted as “Always Manifested”. The overall weighted mean demonstrated that school leaders consistently exhibited individualized consideration, with notable strengths in treating subordinates with respect and providing personal attention. However, the lower score in recognizing and rewarding complex task completion suggested room for improvement in acknowledging and rewarding teachers' efforts on challenging tasks.

Table 2. Extent of Interpersonal Leadership Engagement Qualities Exhibited by School Leaders Along Individualized Consideration

Indicators		Weighted Mean	Interpretation
1.	Treat subordinates with respect and consideration.	3.69	AM
2.	Give personal attention to teachers, coaching them, if necessary.	3.48	AM
3.	Addresses his reprimands to all teachers, rather than to the individual who committed the mistake, when a teacher commits a mistake.	3.41	AM
4.	Encourages achievement and growth in everyone regardless of individual differences.	3.59	AM
5.	Recognizes or gives reasonable rewards to subordinates who complete difficult or complex tasks.	3.34	AM
6.	Allows capable teachers to work in the manner they want.	3.54	AM
7.	Rarely gives direction or guidance to subordinates who he/she believes can achieve their goal.	3.52	AM
8.	Accommodates contributions of his/her followers that make the team strong.	3.53	AM
9.	Expect good performance in his/her subordinates all the time.	3.59	AM
10.	Values the input from coworkers.	3.70	AM
Overall Weighted Mean		3.54	AM
<i>Rating Scale</i> <i>Descriptive Interpretation</i>			
3.25 – 4.00		Always Manifested (AM)	
2.50 – 3.24		Frequently Manifested (FM)	
1.75 – 2.49		Rarely Manifested (RM)	
1.00 – 1.74		Not Manifested (NM)	

The findings of this study were corroborated by Decuyper and Schaufeli (2020) and Van Tuin et al. (2021), both of whom highlighted the importance of personalized leadership approaches in enhancing employee motivation and engagement. Decuyper and Schaufeli emphasized that leadership practices demonstrating individualized consideration, such as respect and personal attention, were critical in fostering work engagement and creating a supportive environment. Additionally, Van Tuin et al. stressed that leaders often allowed capable teachers to work in their preferred manner, underscoring the importance of autonomy in fostering professional growth.

3.1.3. Inspirational Motivation

This section examines the extent to which school leaders exhibit interpersonal leadership engagement in terms of inspirational motivation, as shown in Table 3. It highlights practices that inspire teachers through optimism, encouragement, and meaningful support, as reflected in their weighted mean scores.

The table shows that the overall weighted mean of 3.49 indicates that school leaders generally “Always Manifested” inspirational motivation. The highest rating was observed in Indicator 5, Let the teachers talk about their plans for their future and encourage them to strive to attain these, if reasonable, with a weighted mean of 3.57, interpreted as “Always Manifested”. Meanwhile, the lowest rating was in Indicator 6, Knows that some teachers resent close supervision, so he/she keeps distance from them with a weighted mean of 3.32, interpreted as “Always Manifested”. The overall weighted mean suggests that school leaders are generally effective in motivating teachers by fostering optimism and supporting their growth plans. However, the lower score in maintaining balance with close supervision highlights a potential improvement in understanding teachers' individual supervision preferences.

Table 3. Extent of Interpersonal Leadership Engagement Qualities Exhibited by School Leaders Along Inspirational Motivation

Indicators		Weighted Mean	Interpretation
1.	Strives to be an inspiration and a model to subordinates to work hard by showing determination to accomplish what set out to do.	3.51	AM
2.	Endeavors to inspire loyalty to the school through words and actions.	3.54	AM
3.	Does not listen to petty complaints of teachers because these can adversely affect the whole school's performance.	3.42	AM
4.	Talk optimistically about the future, envisioning exciting possibilities.	3.55	AM
5.	Let the teachers talk about their plans for their future and encourage them to strive to attain these, if reasonable.	3.57	AM
6.	Knows that some teachers resent close supervision, so he/she keeps distance from them.	3.32	AM
7.	Instills a sense of purpose in teachers so they have the enthusiasm to carry out their tasks properly.	3.48	AM
8.	Praise and appreciate subordinates for good work and achievements to inspire their colleagues.	3.55	AM
9.	Discourages subordinates from trying new approaches in doing their jobs which they are not familiar with.	3.46	AM
10.	Provide administrative support to teachers, if necessary, for any task at hand.	3.54	AM
Overall Weighted Mean		3.49	AM
<i>Rating Scale</i> <i>Descriptive Interpretation</i>			
3.25 – 4.00		Always Manifested (AM)	
2.50 – 3.24		Frequently Manifested (FM)	
1.75 – 2.49		Rarely Manifested (RM)	
1.00 – 1.74		Not Manifested (NM)	

The findings of this study were corroborated by Mazzetti and Schaufeli (2022) and Hopkins (2019), which emphasized the significance of inspirational motivation in leadership for fostering a positive and high-performing organizational culture. Mazzetti and Schaufeli highlighted that those leaders who inspired their teams through optimism, meaningful support, and encouragement significantly boosted teachers' performance and engagement. Similarly, Hopkins highlighted the importance of inspirational motivation as a defining characteristic of successful school leadership. School leaders who communicated a compelling vision and

instilled enthusiasm among their teachers were seen as crucial for creating a purpose-driven and motivated teaching workforce.

3.1.4. Idealized Influence

This section examines the extent to which school leaders exhibit interpersonal leadership engagement in terms of idealized influence, as shown in Table 4. It emphasizes leadership practices that model ethical behavior, high standards, and trust, as reflected in their weighted mean scores.

As shown in Table 4, the overall weighted mean of 3.50 indicates that school leaders generally “Always Manifested” idealized influence. The highest rating was observed in Indicator 5, which considers the moral and ethical consequences of his/her decisions with a weighted mean of 3.62, interpreted as “Always Manifested”. Meanwhile, the lowest rating was in Indicator 6. Expect all subordinates to like him/her and feel good when we are around him/her with a weighted mean of 3.34, interpreted as “Always Manifested”.

Table 4. Extent of Interpersonal Leadership Engagement Qualities Exhibited by School Leaders Along Idealized Influence

Indicators		Weighted Mean	Interpretation
1.	Gains complete faith and respect	3.53	AM
2.	Demonstrates through actions the importance of having a strong sense of purpose.	3.50	AM
3.	Expect subordinates to understand and accept what he/she says or does when he/she is because of some wrongdoing.	3.37	AM
4.	Endeavors to be a model for teachers by exemplifying high standards of speech and behavior.	3.49	AM
5.	Considers the moral and ethical consequences of his/her decisions.	3.62	AM
6.	Expect all subordinates to like him/her and feel good when we are around him /her.	3.34	AM
7.	Talks about his/her most important values and beliefs and is committed to these.	3.50	AM
8.	Makes subordinates understand how strong and enduring the influence of a teacher can be on the development of learners.	3.59	AM
9.	Set high expectations among subordinates, regardless of each one’s capability.	3.47	AM
10.	Discuss with subordinates the importance of trust and cooperation to overcome their difficulties.	3.54	AM
Overall Weighted Mean		3.50	AM
<i>Rating Scale</i>			
<i>Descriptive Interpretation</i>			
3.25 – 4.00	Always Manifested (AM)		
2.50 – 3.24	Frequently Manifested (FM)		
1.75 – 2.49	Rarely Manifested (RM)		
1.00 – 1.74	Not Manifested (NM)		

Harris (2019) and Mangulabnan et al. (2021) corroborated this study's findings. Both emphasized the critical role of idealized influence in effective educational leadership. Harris critiqued leadership models but acknowledged that leaders who embodied high ethical standards and fostered trust were instrumental in achieving organizational coherence and credibility. Similarly, Mangulabnan et al. identified ethical leadership and the ability to inspire trust as defining traits of effective school leaders.

3.2. Level of Teachers' Performance Along Key Result Areas

This study evaluates teachers' performance along key result areas (KRAs), as shown in Table 5. The analysis focuses on five key result areas of the Philippine Professional Standards for Teachers (PPST): (1) content knowledge and pedagogy; (2) learning environment and diversity of learners; (3) curriculum and planning and assessment and reporting; (4) community linkages and professional engagement and personal growth and professional development; and (5) plus factor.

As shown in the table, the overall rating of 4.47 indicates that teachers' performance is generally "Very Satisfactory". The highest-rated key result area is Learning Environment and Diversity of Learners, with a weighted mean of 4.87, interpreted as "Outstanding". On the other hand, the lowest rating was in Content Knowledge and Pedagogy with a weighted mean of 3.93, interpreted as "Very Satisfactory".

Table 5. Level of Teachers' Performance Along Key Result Areas

Key Result Areas	Average Rating	Adjectival Rating
Content Knowledge and Pedagogy	3.93	VS
Learning Environment and Diversity of Learners	4.87	O
Curriculum Planning and Assessment and Reporting	4.64	O
Community Linkages and Professional Engagement and Personal Growth and Professional Development	4.63	O
Plus Factor	4.30	VS
Overall Average Rating	4.47	VS

Rating Scale	Descriptive Interpretation
4.50 – 5.00	Outstanding (O)
3.50 – 4.49	Very Satisfactory (VS)
2.50 – 3.49	Satisfactory (S)
1.50 – 2.49	Unsatisfactory (U)
1.00 – 1.49	Poor (P)

The findings of this study were corroborated by Ohayon and Albulescu (2022) and Jadallah et al. (2023), both of which underscored the critical importance of professional development and collaboration in achieving high levels of teacher performance. Ohayon and Albulescu emphasized that professional learning communities (PLCs) significantly improved teachers' abilities to create supportive learning environments and address the needs of diverse learners. Similarly, Jadallah et al. linked collaborative teaching practices in curriculum planning and assessment to improved teacher effectiveness and student outcomes.

3.3. Relationship Between Interpersonal Leadership Engagement and Teachers' Performance

The relationship that may exist between interpersonal leadership engagement of school heads along intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence and the teaching performance of the teacher in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning and assessment and reporting, community linkages and professional engagement and personal growth and professional development, plus factor were tested using the Pearson Product Moment Correlation (r).

Table 6 shows that when the variables under interpersonal leadership engagement and teacher performance correlate, the results are not significantly associated based on the p -values obtained. The p -values are all

greater than 0.05 ($p > .05$), indicating no significant relationship between the two variables. Hence, the null hypothesis will not be rejected.

Table 6. Test for Significant Relationship Between Interpersonal Leadership Engagement and Teachers' Performance

Teacher Performance	Interpersonal Leadership							
	Intellectual Stimulation		Individualized Consideration		Inspirational Motivation		Idealized Influence	
	r	p-value	r	p-value	r	p-value	r	p-value
Content Knowledge and Pedagogy	.064	.323	.066	.312	.054	.406	.054	.406
Learning Environment and Diversity of Learners	.066	.311	.100	.126	.055	.395	.039	.555
Curriculum Planning and Assessment and Reporting	.028	.671	.076	.245	.014	.833	-.031	.634
Community Linkages and Professional Engagement and Personal Growth and Professional Development	.014	.830	.012	.859	-.005	.937	.101	.876
Plus Factor	.049	.453	.025	.700	.055	.396	.016	.801

* p -value $> .05$ - not significant

The findings of this study were refuted by Goddard et al. (2024) discussed the theory of collective efficacy, asserting that leadership's ability to inspire and engage teachers significantly enhances collective performance, particularly when leaders foster an environment of trust and collaboration. This contradicted the present study's finding that interpersonal leadership engagement had no direct effect on teacher performance, suggesting a need to explore mediating variables that might explain this discrepancy. Similarly, Decuyper and Schaufeli (2020) highlighted the importance of engaging leadership styles in promoting teacher work engagement and professional growth. Their findings demonstrated that inspirational and individualized leadership behaviors directly influenced motivation and performance, contrasting with the present study's results, which suggested a non-significant correlation.

3.4. Proposed Interventions to Enhance Interpersonal Leadership Engagement and Teachers' Performance

The findings of the study highlight critical areas for improvement in interpersonal leadership engagement among school heads and teachers' performance in the Paracale District. To address these needs, a targeted intervention was developed: a Professional Development Program for Teachers. This intervention was designed to enhance interpersonal leadership competencies and teaching performance. This intervention for school heads focuses on strengthening interpersonal leadership engagement by addressing the four core dimensions: intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence. It includes topics aimed at fostering critical thinking, enhancing trust, building collaborative teams, and modeling ethical leadership. The program's emphasis on ethical decision-making and trust-building aligns with the study's findings, which underscore the importance of leadership qualities that inspire and support subordinates. By implementing this program, school heads are expected to develop more inclusive and adaptive leadership styles, enhancing their ability to motivate and guide teachers effectively. Moreover, for teachers, this is aimed at improving content knowledge and pedagogy, as well as promoting professional growth and collaboration. Key topics include subject mastery, differentiated instruction, innovative assessment strategies, and digital tool integration. These topics address the study's findings, particularly the

need to enhance teachers' capacity to deliver effective and inclusive instruction. This training is designed to empower teachers with the skills and strategies necessary to address diverse learner needs and adapt to emerging educational trends.

4. Conclusions and Recommendations

The study found that school heads demonstrate strong interpersonal leadership engagement, particularly in intellectual stimulation and inspirational motivation, while teachers exhibit high performance in fostering inclusive learning but need improvement in content knowledge and pedagogy. However, no significant relationship was found between school heads' leadership engagement on teacher performance, suggesting other influential factors. To address these gaps, a Professional Development Program is recommended, focusing on enhancing school heads' interpersonal leadership skills and supporting teachers in improving their content knowledge and pedagogy. Future research may further explore the impact of leadership on teacher motivation, job satisfaction, and professional growth.

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