

# The Influence of Thai School Heads' Leadership Style on Filipino Teachers' Experience in Chonburi, Thailand

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## ABSTRACT

This study explored how Thai school heads' leadership styles affect Filipino teachers in Chonburi, Thailand, focusing on job satisfaction, motivation, performance, and emotional well-being. Data from 30 teachers across various schools were collected through a survey. Analyses included descriptive statistics, t-tests, ANOVA, Pearson correlation, and regression analysis. Findings revealed that Filipino teachers in Chonburi are predominantly early- to mid-career educators, equally distributed by gender, with most working in kindergarten and primary schools, and primarily employed in public institutions. Results showed that Thai school heads demonstrate high levels of transformational and transactional leadership, while exhibiting minimal laissez-faire practices. Transformational leadership, particularly idealized influence and inspirational motivation was perceived most strongly by teachers. Leadership styles were found to influence teacher outcomes positively. Filipino teachers reported high levels of job satisfaction, motivation, and performance under supportive leadership, as well as improved emotional well-being, primarily when leaders provided encouragement and constructive feedback. Statistical analyses indicated significant relationships between leadership styles and all four teacher outcome variables. Meanwhile, no significant differences were found among teachers grouped by demographic profiles, supporting the study's null hypothesis. The study concludes that influential leadership, particularly transformational leadership, plays a vital role in enhancing Filipino teachers' overall professional experience in Thai schools. It recommends leadership development programs that focus on vision-building, emotional support, professional growth, and instructional guidance to further enhance multicultural school environments. The findings may guide school administrators, policymakers, and future researchers in strengthening leadership practices and promoting teacher well-being in diverse educational settings.

**Keywords:** Leadership Styles, Transformational Leadership, Transactional Leadership, Laissez-faire Leadership, Filipino Teachers, Teacher Outcomes, Job Satisfaction, Teacher Motivation, Teacher Performance, Emotional Well-being, Thai School Heads, Descriptive-Correlational Study, Multicultural Education, Chonburi, Thailand.

## INTRODUCTION

Filipino teachers in Thailand play a vital role in shaping students' academic, emotional, and moral development. Within the Thai education system, they are recognized for their dedication, professionalism, and instructional expertise. Despite being geographically distant from their home country, these educators integrate Filipino cultural values—such as respect, empathy, and perseverance—into their teaching practices. Their influence extends beyond classroom instruction, contributing meaningfully to students' character formation and to the broader multicultural educational community.

Teachers serve as the foundation of societies and nations, making effective teaching essential to the development of responsible and productive citizens. For teachers to perform effectively, however, strong and supportive leadership is indispensable. Leadership in education involves guiding individuals toward shared goals while fostering professional growth and collaboration. Yet, leadership remains a complex concept. As Mifsud (2024) explains, it can be understood simultaneously as a process, a position, a philosophy, or a social construct, raising questions about whether leadership emerges from personal traits, contextual demands, or human interaction within organizations.

In school settings, effective leadership is critical to institutional improvement and innovation. School leaders influence teaching quality by articulating a clear vision, aligning goals, coordinating efforts, and motivating staff. According to Maimun (2020), the introduction of new leadership styles in academic institutions often generates expectations of positive change. Leaders who model integrity, empathy, and cultural sensitivity promote collaboration, enhance teacher satisfaction, and strengthen organizational commitment. Zhang (2025) further emphasizes that strategic and distributed leadership fosters alignment between institutional objectives and individual motivation, resulting in improved performance and professional engagement.

Despite its importance, leadership capacity remains a challenge in many educational institutions, particularly in developing contexts. Limited management experience and insufficient exposure to global best practices can restrict leaders' ability to respond effectively to evolving educational demands. As schools increasingly operate within multicultural environments, leaders must demonstrate adaptability, creativity, and cultural intelligence. Strengthening leadership competencies is therefore essential not only for administrative effectiveness but also for sustaining teacher motivation, well-being, and instructional quality.

Given these conditions, examining leadership styles in education is crucial to understanding how different approaches influence teacher performance, satisfaction, and resilience. In Thailand, where Filipino teachers comprise a significant segment of the teaching workforce, investigating how Thai school leaders' leadership styles affect these educators offers valuable insights into cross-cultural leadership dynamics. Such research contributes to improving teacher well-being and enhancing leadership practices in globally competitive educational institutions.

This study focuses on three leadership styles—Transformational, Transactional, and Laissez-faire—based on Bass and Avolio's Full Range Leadership Theory (FRLT). These styles represent the full spectrum of leadership behaviors commonly observed in educational settings and are widely supported in international research. Transformational leadership is included due to its strong association with teacher motivation, job satisfaction, and professional growth, particularly in foreign teaching contexts (Wang et al., 2023; Tongsakorn et al., 2023; Bsoul & Vasiliuță-Ștefănescu, 2021). Transactional leadership is examined because of its relevance within Thailand's structured and hierarchical school systems, where performance expectations and accountability mechanisms are emphasized (Haxhihyseni et al., 2023; Ma & Marion, 2025). Laissez-faire leadership is included to capture the effects of minimal or absent leadership, which previous studies have linked to reduced teacher morale and performance (Zhong, 2024; Bsoul & Vasiliuță-Ștefănescu, 2021).

By integrating these three leadership styles, this study provides a comprehensive understanding of how Thai school leadership influences the professional experiences of Filipino teachers. The findings aim to contribute to the development of effective leadership practices and to support teacher well-being within multicultural educational environments.

## Background of the Study

According to recent data from the Commission on Filipinos Overseas (CFO, 2023), there are over 17,000 to 18,000 Filipino migrant workers currently residing in Thailand, a significant proportion of whom are employed in the education sector. Filipino teachers remain the largest group within the professional category of overseas Filipino workers due to their strong English proficiency, adaptability to multicultural environments, and professional teaching qualifications (Department of Migrant Workers [DMW], 2024). They are highly sought after in Thailand's basic education system, where they contribute not only to improving English language instruction but also to fostering cross-cultural understanding and collaboration (Gonzales & Bautista, 2023). Their continued presence underscores the growing influence of Filipino educators in strengthening Thailand's educational landscape.

According to data from the Foreign Workers Administration Office (FWAO), the Filipino population in Thailand rose by 41 percent from 2015 to the third quarter of 2020, as reported by the Philippine Embassy in Bangkok, the authority on these matters. However, it may not be right this time because it acted after its exile to safeguard Regnum's interests abroad, and it is the most up-to-date source of information on Filipinos living abroad. In Thailand, the number is 31,183 as of June 30, 2021. There is currently no agreement in place regarding labor migration between Thailand and the Philippines.

According to Mala (2020), a 2017 study by Thailand's Department of Employment found that Filipinos outnumbered migrant workers from nine other nations in education, management, engineering, architecture, and business. Thailand has been recruiting English teachers on an ongoing basis since 2000. As a citizen of an ASEAN member state, a Filipino can stay in Thailand for up to 30 days without a visa. Every year, individuals from the Philippines seek employment in educational institutions, hospitality venues, and various other sectors. Filipino educators are recognized for their outstanding teaching skills, professionalism, and commitment, making them highly regarded in Thailand.

The Philippine government continues to recognize overseas Filipino workers (OFWs), often referred to as modern-day heroes, for their significant contributions to national development through remittances. Various programs and incentives are implemented to acknowledge their role in sustaining household income and supporting economic growth. According to the Bangko Sentral ng Pilipinas (BSP, 2024), OFW remittances remain one of the country's top sources of foreign exchange, reaching record levels and serving as a critical stabilizer for the national economy. These remittances not only bolster the country's foreign reserves but also contribute substantially to education, health, and community development across the Philippines.

Filipinos face considerable challenges related to overseas employment, particularly extended periods of family separation. The Philippine Statistics Authority (PSA) reported that approximately 1.96 million Overseas Filipino Workers (OFWs) were employed abroad between April and September 2022.

Filipino teachers represent the largest group of foreign educators in Thailand and are significantly influenced by the leadership styles of English as a Foreign Language (EFL) school administrators in Chonburi. They work in both public and private institutions at the Anuban (kindergarten), Prathom (elementary), and Mathayom (secondary) levels. Educators from the United Kingdom and the United States are the next-largest groups. Additionally, Filipino educators teach at universities, ranging from prominent institutions to those located in remote villages across the Kingdom.

### **Filipino Teachers in Thailand**

Filipino teachers comprise one of the largest groups of foreign educators in Thailand, driven primarily by limited employment opportunities and low wages in the Philippines (Department of Migrant Workers [DMW], 2024; Nicolas, 2011). Although English is their second language, Filipino teachers are widely employed across various educational levels due to their professional competence and dedication to teaching (Knell, 2017; Ulla, 2017; Galindez, 2024). However, existing literature documents persistent challenges, including discrimination, underpayment, unequal treatment compared to native English-speaking teachers, and insufficient legal and institutional protections, which negatively affect their professional identity and teaching experiences (Grumo & Siriwato, 2024; Perez Amuraro et al., 2020). Despite these challenges, Filipino educators demonstrate resilience and sustained professional commitment, viewing overseas teaching as a pathway to financial stability, career advancement, and personal growth (Gonzales & Bautista, 2023; Reyes & Chan, 2023).

### **Leadership Styles and Teacher Outcomes**

Previous studies in Thailand demonstrate that school administrators' leadership styles significantly influence teacher performance, motivation, organizational culture, and professional behavior. Learning, innovative, 21st-century, and transformational leadership have been associated with improved school quality culture, enhanced teacher motivation, stronger digital citizenship, and increased employee satisfaction and commitment (Kosadee et al., 2020; Saengsri et al., 2024; Srisung et al., 2023; Tangsiripattana et al., 2024; Widtayakornbundit & Phinaitrup, 2021). These findings underscore the critical role of school leadership in fostering supportive work environments and addressing contemporary educational challenges. Building on this evidence, the present study examines the influence of school heads' leadership styles on Filipino teachers' experiences in Chonburi, Thailand, particularly in shaping their professional identity, motivation, and adaptation within a foreign educational context.

### **Impact of Leadership Styles on Teacher Job Satisfaction**

Empirical studies highlight the significant role of school leadership styles in shaping teachers' job satisfaction

and well-being. Democratic and transformational leadership styles have been consistently associated with higher levels of teacher satisfaction, motivation, and positive work environments in various educational contexts, including Tanzania, Israel, Albania, China, and Indonesia (Bsoul & Vasiliuță-Ștefănescu, 2021; Haxhihyseni et al., 2023; Ma & Marion, 2025; Tarigan & Nurmiati, 2024; Witike & Habi, 2022). In contrast, transactional and avoidant leadership styles show weaker or negative relationships with job satisfaction, emphasizing the need for supportive and inclusive leadership practices. These findings are relevant to the present study on Filipino teachers in Chonburi, Thailand, as effective leadership may help address challenges related to cultural and language barriers. Transformational and democratic leadership styles can foster inclusive school environments, enhance teacher satisfaction and retention, and improve teaching performance, highlighting the critical role of school heads' leadership in supporting teachers' professional experiences.

### **Impact of Leadership Styles on Teacher Job Satisfaction**

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### **Teacher Motivation and Leadership Behavior**

Previous studies consistently demonstrate that leadership behavior, particularly transformational leadership, plays a critical role in enhancing teacher motivation, innovation, and performance. Transformational leadership has been shown to increase teachers' satisfaction, self-efficacy, and motivation by providing individual support, fostering collaboration, and promoting professional growth (Schoch et al., 2021; Zainal & Mohd Matore, 2021; Urooj et al., 2023). Additionally, leadership practices that emphasize social support and inspiration contribute to reduced burnout, increased resilience, and improved academic and professional outcomes (Trigueros et al., 2020). These findings are relevant to the experiences of teachers in Chonburi Province, Thailand, where school heads' leadership behaviors significantly influence teachers' motivation and performance. By adopting transformational leadership practices that focus on support, professional development, and teacher empowerment, school leaders can foster positive school cultures, enhance teacher satisfaction, and ultimately improve educational outcomes (Deluma & Asmawi, 2020; Saengsri & Phudtang, 2024).

## **THEORETICAL FRAMEWORK**

This study is anchored in Bass and Avolio's Full Range Leadership Model (FRLM), which explains leadership behavior along a continuum from ineffective to highly effective. The model identifies three major leadership styles: transformational, transactional, and laissez-faire leadership. FRLM provides a comprehensive framework for examining how school heads' leadership behaviors influence teachers' professional experiences, including job satisfaction, motivation, emotional well-being, and performance. Transformational leadership, as developed by Downton (1973), Burns (1978), and Bass and Avolio (1996), emphasizes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This leadership style motivates teachers by fostering shared vision, professional growth, and positive school culture. Transactional leadership, rooted in Weber's (1947) bureaucratic theory, focuses on structured exchanges, rewards, and corrective actions to ensure compliance and performance. In contrast, laissez-faire leadership is characterized by minimal leader involvement and decision-making, granting teachers high autonomy but often resulting in role ambiguity and reduced effectiveness when guidance is lacking (Sharma & Singh, 2013). In the context of Filipino teachers in Chonburi, Thailand, the Full Range Leadership Model is relevant in examining how varying leadership styles shape teachers' workplace experiences, particularly amid cultural and language

challenges. Understanding the strengths and limitations of transformational, transactional, and laissez-faire leadership allows this study to identify leadership practices that foster supportive, inclusive, and productive school environments.

### **Statement of the Problem**

This study aimed to examine how Thai school heads' leadership styles influenced Filipino teachers' professional experiences in Chonburi, Thailand.

Specifically, it seeks to address the following questions:

1. What is the profile of the Filipino Teachers in teaching different schools in Chonburi, Thailand, in terms of:
  - 1.1 Age
  - 1.2 Gender
  - 1.3 Years of Teaching Experience
  - 1.4 Grade Level Taught
  - 1.5 Type of School
2. To what extent do the leaders exhibit the following leadership styles as perceived by the Filipino teachers?
  - 2.1 Transformational Leadership
  - 2.2 Transactional Leadership
  - 2.3 Laissez-Faire Leadership
3. What is the level of influence of the leadership style exhibited by the Thai school heads in terms of the following:
  - 3.1 Job Satisfaction
  - 3.2 Motivation
  - 3.3 Performance
  - 3.4 Emotional Well-being
4. Is there a significant difference between the level of influence of the leadership styles of the Thai school heads when Filipino teachers are grouped according to profile variables?
5. Is there a significant relationship between the leadership styles of the Thai school heads and the level of influence among Filipino teachers?

### **Hypothesis**

1. There is no significant difference in the level of influence of the leadership styles of Thai school heads when Filipino teachers are grouped according to their profile variables.
2. There is a significant relationship between leadership styles and their influence, showing that influence leadership, especially transformational, strongly enhances teachers' motivation, satisfaction, performance, and well-being.\

## Scope and Delimitation

This study examined the influence of school head leadership styles on the experiences of Filipino teachers in Chonburi, Thailand, focusing on how transformational, transactional, and laissez-faire leadership affect job satisfaction, motivation, performance, and emotional well-being. A quantitative, descriptive-correlational design was employed, with data collected via a structured survey administered to Filipino teachers in public, private, bilingual, and international schools in Chonburi during the 2024–2025 academic year. The scope of the study was limited to schools within Chonburi Province and included only Filipino teachers; Thai teachers and other foreign educators were excluded. Leadership styles were assessed solely based on teachers' perceptions, and the study focused only on the three specified leadership styles and selected teacher outcomes. Other potential influencing factors, such as salary, workload, and student behavior, were not examined. The study involved 30 Filipino teachers, with the sample size determined by availability, accessibility, and feasibility within the study period.

## METHODOLOGY

### Research Design

This study used a Quantitative-Correlational Research design to examine the relationship between Thai school heads' leadership styles and their influence on Filipino teachers in Chonburi, Thailand.

According to Creswell (2012), a correlational research design is used to “describe and measure the degree of association (or relationship) between two or more variables.” This design is appropriate for the present study because it seeks to determine whether there is a statistically significant relationship between leadership styles (transformational, transactional, and laissez-faire) and teacher outcomes, including job satisfaction, motivation, performance, and well-being.

Additionally, the study examined whether demographic variables—age, gender, years of experience, grade level taught, and type of school — moderated the perceived influence of leadership styles. By using this design, the study aimed to identify patterns and correlations without manipulating any variables, thus providing a clear picture of how leadership behaviors influence Filipino teachers in their natural work environment.

### Locale of the Study

This study was conducted in Chonburi Province, on Thailand's eastern coast. Chonburi is one of Thailand's most economically dynamic provinces, known for its blend of industrial development, tourism, and education. It is approximately 80 kilometers southeast of Bangkok and home to major cities such as Pattaya, Si Racha, and Chonburi City.

Chonburi is a strategic location for educational research due to its diverse population, including Thai nationals and a significant number of foreign professionals, including Filipino teachers working at various private and international schools. The province's proximity to the capital and its growing economy have attracted both local and foreign investments in education, resulting in a range of school types, including government, private, bilingual, and international institutions.

In recent years, Chonburi has seen an increase in the employment of Filipino educators, particularly in English-language and subject-teaching roles. This makes the province a suitable and relevant setting for examining the influence of Thai school heads' leadership styles on Filipino teachers, as it offers a culturally diverse and professionally varied educational environment. The locale provides meaningful context for exploring how leadership practices influence job satisfaction, motivation, and performance among foreign educators in the Thai education system.

### Participants of the Study

The participants in this study were 30 Filipino teachers, selected through purposive sampling, who are currently living and working in Chonburi province, Thailand. They work full-time or part-time, must have at least one academic term of teaching experience under the current school head, and work across different

educational institutions, including Government (public) schools, private schools, bilingual schools, and international schools.

### **Research Instrument**

The research instrument used a structured survey questionnaire to gather quantitative data on the influence of Thai school head leadership styles and on levels of teacher job satisfaction, motivation, performance, and emotional well-being.

The questionnaire was divided into three main sections:

Firstly, the Demographic profile section gathers background information about the respondents, including age, gender, number of years of teaching in Thailand, current school type (public, private, bilingual, or international), grade level taught, and length of service under the current Thai school head.

Secondly, the Leadership Style Inventory, the survey instrument used in this study, was a custom-developed questionnaire designed to assess leadership styles across three dimensions: Transformational, Transactional, and Laissez-faire leadership. While the structure and theoretical basis of the questionnaire were grounded in Bass and Avolio's (1994, 1995) leadership model, the items were not directly drawn from their Multifactor Leadership Questionnaire (MLQ) or any other standardized tool. Instead, the items were developed by the researcher based on core behavioral characteristics identified in the literature on transformational, transactional, and laissez-faire leadership. Each leadership style was measured using multiple items that reflected key aspects such as teacher job satisfaction, motivation, performance, and emotional well-being.

Lastly, Teacher Outcome Measures, this section measures the following dependent variables: job satisfaction, motivation to teach, self-rated teaching performance, and emotional well-being. The questionnaire used a Likert-scale format, allowing participants to rate the frequency of observed behaviors.

This approach allowed for flexibility in tailoring the instrument to the study's specific context while maintaining theoretical alignment with established leadership constructs. Experts reviewed the questionnaire for face and content validity to ensure clarity and reliability of the items.

### **Data Gathering Procedure**

Data collection and analysis were conducted during the 2024–2025 academic year. Before any data collection took place, the researcher sought formal permission from school administrators in selected schools in Chonburi, Thailand, where Filipino teachers are employed. Official letters were sent to request approval for conducting the study, outlining its objectives, methods, and ethical safeguards.

Following administrative approval, the researcher prepared the research proposal and designed a custom survey questionnaire based on established leadership theories. The instrument was submitted for expert validation by professionals in educational research and school leadership to ensure the clarity, relevance, and appropriateness of the items.

Once validated and finalized, the researcher proceeded with participant selection using purposive sampling. Filipino teachers who met the inclusion criteria were invited to participate. They will be briefed on the study's purpose and assured that participation is entirely voluntary.

The questionnaire was distributed online (via Google Forms) for convenience and wider accessibility. A cover letter accompanied each survey, explaining the study, assuring confidentiality, and emphasizing the voluntary nature of participation. Respondents were given 1 to 2 weeks to complete the questionnaire, with follow-up reminders sent to encourage response.

Completed questionnaires were compiled into a secure database using tools such as Microsoft Excel or SPSS. The data were checked for completeness and accuracy. Finally, descriptive statistics, correlation, and regression analysis were employed to answer the research questions and test the study's hypotheses.

## Statistical Treatment of Data

The quantitative data were evaluated using descriptive statistics (frequencies, percentages, means, standard deviations), T-tests, One-way ANOVA, Pearson's Product-Moment Correlation, and Simple or multiple linear regression.

The data were gathered and treated with appropriate statistical tools.

The following are the statistical tools that were used for each problem.

1. To answer problem 1 - What is the profile of the Filipino Teachers in teaching different schools in Chonburi, Thailand, in terms of: Age, Gender, Years of Teaching Experience, Grade Level Taught, and Type of School? - Frequency, percentage, mean, and standard deviation were used to summarize and describe the basic features of demographic data.
2. To answer problem 2 - What are the different leadership styles exhibited by the Thai school heads? - Mean, standard deviation, and ranking were used to identify the dominant leadership styles (Transformational, Transactional, Laissez-faire) based on mean scores from the questionnaire.
3. To answer problem 3 - What is the level of influence of the leadership styles exhibited by the Thai school heads in terms of: Job Satisfaction, Motivation, Performance, and Emotional Well-being? - Mean and standard deviation were used to determine how strongly each area is perceived to be influenced by leadership styles.
4. To answer problem 4 - Is there a significant difference between the level of influence of the leadership styles of the Thai school heads when Filipino teachers are grouped according to profile variables? - T-test and One-Way ANOVA were used to determine if differences in perceived leadership influence exist across demographic groups.
5. To answer problem 5 - Is there a significant relationship between the leadership styles of the Thai school heads and the level of influence among Filipino teachers? - Pearson Product-Moment Correlation and Simple or Multiple Linear Regression were used to examine if and how leadership styles predict or correlate with job satisfaction, motivation, performance, and well-being.

## Ethical Consideration

This study strictly adhered to established ethical research standards to ensure the integrity of the research process and to protect the rights and welfare of all participants. The research was guided by principles of honesty and integrity, ensuring that all data were accurately collected, analyzed, and reported without fabrication or misrepresentation. Objectivity was maintained throughout the research process, with no personal bias or external influence affecting the study's design, analysis, or interpretation. Respect for intellectual property was observed through proper citation and acknowledgment of all sources. The study complied with all relevant legal and institutional research regulations in Thailand. Confidentiality and anonymity were strictly maintained; no identifying information about participants, schools, or school heads was collected or disclosed. Participation was entirely voluntary, and informed consent was obtained after respondents were fully briefed on the purpose and procedures of the study, including their right to withdraw at any time. Data privacy and security were ensured through password-protected digital storage accessible only to the researchers. The principles of non-maleficence and beneficence guided the study to prevent harm and promote benefits to the educational community. Throughout the research, the researchers demonstrated professionalism and cultural sensitivity. All ethical procedures and protocols were reviewed and approved by the research adviser prior to data collection.

## RESULTS

**Table 1.1 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Age**

Age	Frequency	Percentage
Below 25 years old	2	6.7
25-34 years old	16	53.3
35-44 years old	12	40.0
Total	30	100.0

**Table 1.2 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Gender**

Gender	Frequency	Percentage
Male	15	50.0
Female	15	50.0
Total	30	100.0

**Table 1.3 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Years of Teaching Experience**

Years of Teaching Experience	Frequency	Percentage
0-5 years	12	40.0
6-10 years	11	36.7
11-15 years	7	23.3
Total	30	100.0

**Table 1.4 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Grade Level Taught**

Grade Level Taught	Frequency	Percentage
Kindergarten and Primary (Grades 1-6)	23	76.7
Secondary (Grades 7-12)	7	23.3
Total	30	100.0

**Table 2.1: Leadership Styles Exhibited by the Thai School Heads: Transformational Leadership**

Transformational Leadership	WM	VI
1. Idealized Influence (Role Model):		
1.1 My leader demonstrates ethical behavior and values that inspire me.	4.20	A
1.2 My leader sets a good example for others to follow.	4.20	A

1.3 My leader is a highly respected figure within the school.	4.43	SA
1.4 My leader makes me feel proud and respected.	4.10	A
1.5 My leader shows unwavering commitment to the vision and mission of the group.	4.33	SA
Composite Mean	4.25	SA
2. Inspirational Motivation (Visionary):		
2.1 My leader communicates a compelling vision for the future.	4.03	A
2.2 My leader motivates me to work towards achieving challenging goals.	4.10	A
2.3 My leader expresses confidence in our ability to succeed.	4.07	A
2.4 My leader fosters optimism and enthusiasm about what lies ahead.	3.97	A
2.5 My leader helps me recognize the significance and purpose of our work	4.07	A
Composite Mean	4.05	A
3. Intellectual Stimulation (Encouraging Innovation):		
3.1 My leader encourages me to think creatively and solve problems in new ways.	4.07	A
3.2 My leader fosters an environment where new ideas are welcomed.	3.80	A
3.3 My leader challenges me to think critically about my work.	4.03	A
3.4 My leader encourages me to explore different perspectives in addressing issues.	3.93	A
3.5 My leader stimulates me to question assumptions and consider alternative solutions.	3.93	A
Composite Mean	3.95	A
4. Individualized Consideration (Personal Support):		
4.1 My leader shows genuine concern for my personal and professional development.	3.93	A
4.2 My leader provides individualized support to help me improve my performance.	3.93	A
4.3 My leader listens carefully to my concerns and addresses my needs.	3.97	A
4.4 My leader recognizes my unique strengths and helps me utilize them effectively.	3.83	A
4.5 My leader offers guidance and mentorship tailored to my personal growth.	3.90	A
Composite Mean	3.91	A
Grand Mean	4.04	A

**Table 2.2 Leadership Styles Exhibited by the Thai School Heads: Transactional Leadership**

Transactional Leadership	WM	VI
1. Contingent Reward (Rewarding Performance):		
1.1 My leader provides clear expectations and rewards when I meet them.	3.80	A
1.2 My leader offers incentives for achieving performance goals.	3.73	A

1.3 My leader recognizes and rewards me for a job well done.	3.80	A
1.4 My leader provides timely recognition for achieving assigned tasks.	3.77	A
1.5 My leader links rewards clearly to specific performance outcomes.	3.73	A
Composite Mean	3.77	A
2. Management by Exception (Active) (Monitoring and Correcting Performance):		
1.1 My leader actively monitors my work and provides immediate corrective feedback when necessary.	4.13	A
2.1 My leader is quick to intervene when there is a problem with my performance.	4.13	A
2.2 My leader sets clear guidelines and ensures they are followed strictly.	4.13	A
2.3 My leader ensures errors are corrected promptly to maintain performance standards.	4.13	A
2.4 My leader actively supervises tasks to prevent mistakes before they occur.	4.17	A
Composite Mean	4.14	A
3. Management by Exception (Passive) (Non-interference):		
3.1 My leader waits until problems become serious before stepping in.	3.07	N
3.2 My leader does not interfere unless there is a significant issue with performance.	3.20	N
3.3 My leader prefers to avoid addressing issues until they escalate.	3.13	N
3.4 My leader only addresses mistakes after they have caused noticeable problems.	3.20	N
3.5 My leader refrains from providing guidance until necessary	3.13	N
Composite Mean	3.15	N
Grand Mean	3.68	A

**Table 2.3 Leadership Styles Exhibited by the Thai School Heads: Laissez-Faire Leadership**

Leadership-Faire Leadership	WM	VI
1. Non-interference (Avoiding Leadership Involvement):		
1.1 My leader avoids making decisions regarding my work.	2.80	N
1.2 My leader seldom provides direction or guidance in my work.	2.67	N
1.3 My leader is absent when decisions need to be made.	2.13	D
1.4 My leader delays decisions even when guidance is needed.	2.33	D
1.5 My leader refrains from providing support in critical work situations.	2.30	D
Composite Mean	2.45	D
2. Lack of Accountability (Absence of Monitoring):		
2.1 My leader rarely provides feedback on my performance.	2.73	N

2.2 My leader does not monitor the quality of my work.	2.60	D
2.3 My leader avoids holding me accountable for outcomes.	2.60	D
2.4 My leader seldom evaluates work outcomes or progress.	2.53	D
2.5 My leader fails to ensure that tasks are completed as expected.	2.60	D
Composite Mean	2.61	N
3. Avoidance of Responsibility (Failure to Take Action):		
3.1 My leader avoids taking responsibility for problems in the school.	2.23	D
3.2 My leader does not step in when challenges arise.	2.23	D
3.3 My leader does not take action to resolve issues affecting the school or staff.	2.13	D
3.4 My leader avoids addressing issues that require timely intervention.	2.37	D
3.5 My leader leaves important problems unresolved, affecting overall performance.	2.17	D
Composite Mean	2.23	D
Grand Mean	2.43	D

**Table 3.1: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Job Satisfaction**

Job Satisfaction	WM	VI
1. I am satisfied with the professional support provided by my school leader.	3.80	A
2. I feel that my contributions to the school are recognized and valued.	3.70	A
3. I am generally satisfied with the work environment fostered by the school leadership.	4.00	A
4. My overall job satisfaction has increased due to the leadership style of my school leader.	3.87	A
5. I feel acknowledged and appreciated by the school leadership for my efforts in teaching.	3.97	A
6. My leader encourages a positive and motivating work atmosphere.	3.80	A
7. I am satisfied with the opportunities for professional growth provided by the school leadership.	3.73	A
8. School leadership demonstrates fairness and consistency in their decisions.	3.67	A
9. I feel confident that school leadership supports my professional development.	3.90	A
10. My job satisfaction is enhanced by the constructive feedback I receive from my leader.	3.93	A
Composite Mean	3.84	A

**Table 3.2: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Teacher Motivation**

Teacher Motivation	WM	VI
1. I feel motivated to work harder because of the leadership style in my school.	3.83	A

2. My leader inspires me to go beyond my basic job responsibilities.	3.90	A
3. I am driven to improve my teaching because of the guidance and support I receive from my leader.	3.87	A
4. I feel encouraged to take initiative in my professional development due to my leader's support	3.90	A
5. My leader motivates me to set higher personal and professional goals.	3.70	A
6. I am inspired to maintain a positive attitude toward challenges in my teaching role.	4.00	A
7. My leader encourages me to be innovative and proactive in my classroom.	3.93	A
8. I feel energized to achieve excellence in my work due to my leader's influence.	3.87	A
9. My leader fosters my commitment to continuous learning and improvement.	3.93	A
10. I am motivated to contribute positively to the school community because of my leader's guidance.	3.93	A
Composite Mean	3.89	A

**Table 3.3: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Teacher Performance**

Teacher Performance	WM	VI
1. My leader's style has positively influenced my performance in the classroom.	3.93	A
2. I feel more effective in my teaching because of the leadership approach in my school.	3.70	A
3. My leader's leadership style helps me achieve high levels of performance.	3.77	A
4. I receive helpful feedback that improves my teaching performance.	3.93	A
5. My leader provides guidance that enhances the quality of my lesson planning.	3.83	A
6. I can manage classroom challenges more effectively due to my leader's support.	3.97	A
7. My leader's encouragement motivates me to perform at my best.	3.90	A
8. I can meet professional standards more consistently because of leadership support.	4.00	A
9. My leader fosters an environment that enables me to implement innovative teaching methods.	3.83	A
10. I feel confident in my teaching abilities because of the constructive feedback and support from my leader.	3.83	A
Composite Mean	3.87	A

**Table 3.4: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Emotional Well-Being**

Emotional Well-Being	WM	VI
1. The leadership style in my school contributes positively to my emotional well-being.	3.80	A
2. I feel emotionally supported by my school leader when dealing with stressful situations.	3.87	A

3. My leader promotes a healthy work-life balance for me.	3.83	A
4. I am less stressed at work because of the leadership style in my school.	3.70	A
5. My leader creates a work environment that fosters emotional stability.	3.87	A
6. I feel encouraged and reassured by my leader during challenging times.	3.73	A
7. My leader demonstrates concern for my mental and emotional health.	3.70	A
8. I have experienced increased job satisfaction due to the supportive actions of my leader.	3.80	A
9. My leader helps me cope effectively with work-related pressures.	3.73	A
10. I feel emotionally energized and motivated because of my leader's approach to leadership.	3.77	A
Composite Mean	3.78	A

**Table 4.1 Difference in the Level of Influence of the Leadership Styles (Job Satisfaction) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables**

Job Satisfaction -Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
Below 25 years old	4.75	ANOVA Value = 1.643	0.212	Do not Reject the Hypothesis	Not Significant
25-34 years old	3.64				
35-44 years old	3.95				
Gender					
Male	3.92	T-Test Value = 0.510	0.614	Do not Reject the Hypothesis	Not Significant
Female	3.75				
Years of Teaching Experience					
0-5 years	3.88	ANOVA Value= 1.326	0.282	Do not Reject the Hypothesis	Not Significant
6-10 years	3.55				
11-15 years	4.23				
Grade Level Taught					
Kindergarten and Primary (Grades 1-6)	3.85	T-Test Value = 0.123	0.903	Do not Reject the Hypothesis	Not Significant
Secondary (Grades 7-12)	3.80				
Type of School					
Public	4.05	ANOVA Value=2.901	0.072	Do not Reject the Hypothesis	Not Significant
Private	3.12				
International	3.88				

**Table 4.2 Difference in the Level of Influence of the Leadership Styles (Teacher Motivation) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables**

Teacher Profile	Motivation	Mean	Computed Value	p-value	Decision	Interpretation
Age						
Below 25 years old		4.75	ANOVA Value = 1.344	0.278	Do not Reject the Hypothesis	Not Significant
25-34 years old		3.71				
35-44 years old		3.98				
Gender						
Male		4.00	T-Test Value = 0.693	0.494	Do not Reject the Hypothesis	Not Significant
Female		3.77				
Years of Teaching Experience						
0-5 years		3.89	ANOVA Value=1.103	0.346	Do not Reject the Hypothesis	Not Significant
6-10 years		3.64				
11-15 years		4.27				
Grade Level Taught						
Kindergarten and Primary (Grades 1-6)		3.91	T-Test Value = 0.290	0.774	Do not Reject the Hypothesis	Not Significant
Secondary (Grades 7-12)		3.80				
Type of School						
Public		4.16		0.033		Significant
Private		3.12	ANOVA Value= 3.868		Reject the Hypothesis	
International		3.76				

**Table 4.3 Difference in the Level of Influence of the Leadership Styles (Teacher Performance) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables**

Teacher Performance - Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
Below 25 years old	4.65	ANOVA Value = 0.872	0.212	Do not Reject the Hypothesis	Not Significant
25-34 years old	3.75				
35-44 years old	3.90				
Gender					

Male	3.93	T-Test Value = 0.375	0.710	Do not Reject the Hypothesis	Not Significant
Female	3.81				
Years of Teaching Experience					
0-5 years	3.81	ANOVA Value=0.666	0.522	Do not Reject the Hypothesis	Not Significant
6-10 years	3.72				
11-15 years	4.21				
Grade Level Taught					
Kindergarten and Primary (Grades 1-6)	3.88	T-Test Value = 0.089	0.930	Do not Reject the Hypothesis	Not Significant
Secondary (Grades 7-12)	3.84				
Type of School					
Public	4.08	ANOVA Value= 2.353	0.114	Do not Reject the Hypothesis	Not Significant
Private	3.20				
International	3.86				

**Table 4.4 Difference in the Level of Influence of the Leadership Styles (Emotional Well-Being) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables**

Emotional Well-Being - Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
Below 25 years old	3.60	ANOVA Value = 0.163	0.212	Do not Reject the Hypothesis	Not Significant
25-34 years old	3.72				
35-44 years old	3.89				
Gender					
Male	3.79	T-Test Value = 0.040	0.968	Do not Reject the Hypothesis	Not Significant
Female	3.77				
Years of Teaching Experience					
0-5 years	3.70	ANOVA Value=1.243	0.305	Do not Reject the Hypothesis	Not Significant
6-10 years	3.57				
11-15 years	4.23				
Grade Level Taught					
Kindergarten and Primary (Grades 1-6)	3.83	T-Test Value = 0.555	0.583	Do not Reject the Hypothesis	Not Significant
Secondary (Grades 7-12)	3.61				

Type of School					
Public	3.98	ANOVA Value= 2.60	0.093	Do not Reject the Hypothesis	Not Significant
Private	3.08				
International	3.84				

**Table 4.5 Difference in the Level of Influence of the Leadership Style (Overall) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables**

Overall -Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
Below 25 years old	4.44	ANOVA Value = 0.746	0.484	Do not Reject the Hypothesis	Not Significant
25-34 years old	3.71				
35-44 years old	3.93				
Gender					
Male	3.91	T-Test Value = 0.425	0.674	Do not Reject the Hypothesis	Not Significant
Female	3.78				
Years of Teaching Experience					
0-5 years	3.83	ANOVA Value= 1.143	0.334	Do not Reject the Hypothesis	Not Significant
6-10 years	3.62				
11-15 years	4.24				
Grade Level Taught					
Kindergarten and Primary (Grades 1-6)	3.87	T-Test Value = 0.277	0.784	Do not Reject the Hypothesis	Not Significant
Secondary (Grades 7-12)	3.77				
Type of School					
Public	4.07		0.055		Not Significant
Private	3.13	ANOVA Value= 3.226		Do not Reject the Hypothesis	
International	3.84				

**Table 5: Relationship Between the Leadership Style of the Thai School Heads and the Level of Influence Among Filipino Teachers**

Variable Leadership Style vs Level of Influence	Computed Pearson r Value	Description	p-value	Decision	Interpretation
Transformational	0.753	High	0.001	Reject the	Significant

Leadership vs Job Satisfaction		Correlation		Hypothesis	
Transformational Leadership vs Teacher Motivation	0.804	Very High Correlation	0.001	Reject the Hypothesis	Significant
Transformational Leadership vs Teacher Performance	0.789	High Correlation	0.001	Reject the Hypothesis	Significant
Transformational Leadership vs Emotional WellBeing	0.698	High Correlation	0.001	Reject the Hypothesis	Significant
Transactional Leadership vs Job Satisfaction	0.533	Moderate Correlation	0.002	Reject the Hypothesis	Significant
Transactional Leadership vs Teacher Motivation	0.560	Moderate Correlation	0.001	Reject the Hypothesis	Significant
Transactional Leadership vs Teacher Performance	0.597	Moderate Correlation	0.001	Reject the Hypothesis	Significant
Transactional Leadership vs Emotional WellBeing	0.490	Moderate Correlation	0.006	Reject the Hypothesis	Significant
Laissez-Faire Leadership vs Job Satisfaction	-0.162	Very Low Correlation	0.363	Do not Reject the Hypothesis	Not Significant
Laissez-Faire Leadership vs Teacher Motivation	-0.089	Very Low Correlation	0.641	Do not Reject the Hypothesis	Not Significant
Laissez-Faire Leadership vs Teacher Performance	-0.148	Very Low Correlation	0.437	Do not Reject the Hypothesis	Not Significant
Laissez-Faire Leadership vs Emotional WellBeing	-0.100	Very Low Correlation	0.599	Do not Reject the Hypothesis	Not Significant
Overall (Leadership Style vs Level of Influence)	0.515	Moderate Correlation	0.004	Reject the Hypothesis	Significant

## DISCUSSION

**Problem No. 1:** Profile of the Filipino Teachers in teaching different schools in Chonburi, Thailand, in terms of:

1.1 Age

1.2 Gender

1.3 Years of Teaching Experience

1.4 Grade Level Taught

1.5 Type of School

### **Table 1.1 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Age**

In Table 1.1, most Filipino teachers in Chonburi, Thailand, are between 25 and 34 years old (53.3%), showing that many are in their early to mid-career stage. About 40% are aged 35–44, while only 6.7% are aged 25 or younger. This indicates that most of the teaching group consists of educators who are either young or middle-aged. However, the results are based solely on the teachers who participated in the survey and those with similar profiles; therefore, they should not be generalized to the entire population.

### **Table 1.2 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Gender**

The data reveal that the profile distribution of Filipino teachers across schools in Chonburi, Thailand, is evenly split between male and female teachers, each comprising 50.0% of the total respondents. This indicates that there is gender balance among the Filipino teaching workforce in the area. Equal representation suggests that male and female Filipino teachers have comparable opportunities and participation in the teaching profession in Chonburi. Such a balance may also reflect schools' inclusive hiring practices in the province, where teaching positions are not dominated by one gender.

This finding corresponds with recent research on Filipino educators in Thailand. For example, Ulla (2019) documented a comparable gender distribution among Filipino EFL teachers in Bangkok, involving 34 males and 22 females in the study. Furthermore, Pabonita (2025) revealed that Thai students' favorable perceptions of Filipino English teachers were not influenced by gender, reinforcing the principle of gender equality in the teaching profession.

Oculares and Trakulkasemsuk (2025) discussed a Filipino transwomen EFL teacher in Thailand, profiling that the country is known as one of the ideal places for LGBTQIA+ educators to work, demystifying gender diversity for teaching professionals.

### **Table 1.3 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Years of Teaching Experience**

The data show that most Filipino teachers across schools in Chonburi, Thailand, have 0–5 years of teaching experience, accounting for 40.0% of the total respondents. This indicates that many of the teachers are relatively new to the profession or are in the early stages of their teaching careers. A considerable portion, 36.7%, has 6–10 years of experience, suggesting that many have already gained moderate experience and professional stability in their teaching practice. Meanwhile, 23.3% of the teachers have 11–15 years of experience, representing the more seasoned educators who have accumulated substantial expertise in the field.

Overall, the data imply that the Filipino teaching workforce in Chonburi consists mainly of early- to midcareer teachers, with a smaller group of highly experienced professionals.

These findings are reflected in the most recent research for Thailand and Southeast Asia. For instance, in their study of Filipino teachers working overseas in Asia, Thom and Williams (2025) found that most of these

educators, particularly those hired by Southeast Asian schools to teach subjects other than English, were at a junior or intermediate career stage; most had non-education degrees for their current area of employment. Calunsod (2025) similarly found that Filipino teachers working in Rayong, Thailand, were at a relatively early stage of their careers, with a few highly experienced educators. Furthermore, Nolasco and Buensuceso (2023) noted that Filipino teachers in Grade 1 classes in Thailand were often veterans who had taught for 8 or 9 years, which supported Calunsod's observation.

Therefore, it appears that the Chonburi residence for Overseas Filipino Workers is essentially characterized by teachers who are still relatively young in their careers. There is a minority of older teachers or other academy professionals with decades behind them, and no doubt this will change as more people from all fields continue to relocate abroad.

#### **Table 1.4 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Grade Level Taught**

The data indicate that a large majority of Filipino teachers across schools in Chonburi, Thailand, teach at the Kindergarten and Primary levels (Grades 1–6), accounting for **76.7%** of the total respondents. In contrast, only 23.3% of the teachers are assigned to the Secondary level (Grades 7–12). This distribution suggests that Filipino teachers are more frequently employed in lower grade levels, where English language instruction and foundational learning are highly emphasized in Thai schools. The smaller proportion of teachers in secondary education may reflect a higher demand for Filipino educators in early childhood and primary education settings, where communicative English skills and generalist teaching abilities are particularly valued.

According to Salibay and Umadhay (2024), the importance of Grade 1 Filipino teachers in instructional settings, particularly in teaching beginning English reading skills, was emphasized. Calunsod (2025) observed that Filipino teachers are abundant in primary education in Rayong Province, Thailand. Likewise, Masa (2025) found that Filipino teachers in Thailand are primarily assigned to the primary education level, where there is a greater need for English language tutorials.

Therefore, these studies reiterate the considerable impacts that Filipino teachers impart on pre-school education and English as a Second Language instruction in Thailand.

#### **Table 1.5 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Type of School**

The data show that the majority of Filipino teachers in Chonburi, Thailand, are working in public schools, accounting for 63.3% of the total respondents. This suggests that many Filipino teachers work in publicly funded (and larger) schools or have more expansive ESL programs. Additionally, 16.7% of the teachers are employed in international schools, and 20.0% teach in private schools. Lower ratios in private and international schools might imply that the hiring standard is higher or less stringent for foreign staff than in public schools.

These results generally support the findings of other studies indicating that many Filipino teachers are in Thai government schools. According to Arsenue and Espiritu (2024), Filipino teachers worked in national schools throughout the ESAN area, while Nolasco and Fabella (2023) discovered that many Filipino Teachers in Thailand were teaching inside government schools. Likewise, Ulla (2019) validates Filipino EFL teachers in Thai schools as an unavoidable element that is no less significant to the nation's education.

In general, these findings suggest that Filipino teachers are instrumental in the Thai public school system, particularly in English instruction and curriculum.

**Problem No. 2:** Different leadership styles exhibited by the Thai school heads.

#### **Table 2.1: Leadership Styles Exhibited by the Thai School Heads: Transformational Leadership**

The data indicate that Thai school heads exhibit a high level of transformational leadership, as reflected in the

grand mean of 4.04, which is interpreted as “Agree (A)”. This suggests that teachers generally perceive their leaders positively across all dimensions of transformational leadership.

Among the four dimensions, *Idealized Influence (Role Model)* received the highest composite mean of 4.25, with items such as “*My leader is a highly respected figure within the school*” (4.43) rated as Strongly Agree (SA). Moreover, “*My leader shows unwavering commitment to the vision and mission of the group*” (4.33) was rated as Strongly Agree (SA).

This indicates that school principals are perceived as moral compasses that cultivate pride, respect, and trust amongst their teachers.

The *Inspirational Motivation (Visionary)* factor also received a composite mean of (4.05) rated as Agree (A), indicating that leaders influence and articulate an attractive vision, stimulate teachers to think in new ways, and can achieve challenging goals and generate enthusiasm about prospects for the future.

*Intellectual Stimulation (Encouraging Innovation)* had an overall meaning of (3.95) rated as Agree (A), which indicates that school head teachers, to some extent, encourage creative thinking, reflective scrutiny, and exploration of new ideas. Intellectual Stimulation: Moderate encouragement of staff members to employ their full potential creatively; to solve problems critically, faculty discretion is encouraged by supervision, tentatively exploring innovative alternatives. This dimension, although it remained in a positive direction, shows opportunities to enhance staff’s associational innovation.

Finally, the composite mean for *Individualized Consideration (Personal Support)* was 3.91, rated Agree (A), suggesting that leaders who attend to teachers’ personal as well as professional growth and development, often involving mentoring and coaching, recognize the strengths of their direct reports. The third factor has a lower average, indicating that some teachers would prefer more individualized mentoring or tailored support.

The findings of this study, which indicate that Thai school heads demonstrate high levels of transformational leadership, are supported by several studies in similar educational contexts. Mangulabnan, Dela Rosa, and Vargas (2021) found that principals in public secondary schools in the Philippines exhibited high levels of transformational leadership, with Inspirational Motivation, Idealized Influence, and Individualized Consideration scoring the highest. These results align with the perception of school leaders as moral guides who cultivate pride, respect, and trust among teachers.

Similarly, Nunez (2024) highlighted that Filipino teacher-leaders incorporate cultural values such as Pakikisama (interdependence) and Utang na Loob (debt reciprocity) into their leadership practices, which strengthens their transformational leadership influencing by fostering support and motivation among staff. Ramiso (2025) further demonstrated that transformational leadership behaviors — Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration — positively influence policy implementation and overall school effectiveness in Philippine secondary schools. Finally, Ramos (2025) emphasized that transformational leadership significantly impacts teacher performance by creating an environment of empathy, creativity, and adaptability, enhancing teacher engagement and motivation.

Therefore, these studies support the present findings that transformational leadership among Filipino school leaders contributes to teacher motivation, professional growth, and influence in educational outcomes, which aligns with the perceptions of school heads in Chonburi, Thailand. Overall, the evidence suggests that Thai school heads influence transformational leaders, particularly in demonstrating ethical leadership, fostering innovation, and supporting personal and professional development. The positive ratings across the subdimensions indicate that transformational leadership plays a key role in motivating teachers, enhancing engagement, and providing the support necessary for their success in school.

## **Table 2.2 Leadership Styles Exhibited by the Thai School Heads: Transactional Leadership**

Table 2.2 The results indicate that Thai school heads demonstrate a high level of *transactional leadership*, with a grand mean of (3.68), rated as Agree (A).

Among the sub-dimensions, *Contingent Reward (Rewarding Performance)* received a composite mean of (3.77) rated as Agree (A), suggesting that leaders consistently provide clear expectations, recognition, and performance-based rewards. *Management by Exception (Active)* scored highest, with a composite mean of 4.14 (Agree [A]), indicating that leaders actively monitor performance, provide immediate corrective feedback, and intervene promptly when problems arise.

On the other hand, *Management by Exception (Passive)* scored a composite mean of 3.15, classified as "Neutral" (N), indicating that leaders are less inclined to let issues escalate or step in only when necessary. The findings of this study, which suggest that Thai school heads demonstrate a high level of transactional leadership, are supported by several studies in similar educational contexts. For instance, Barbuto Jr. (2005) examined the relationships between leaders' motivation and their use of transactional leadership, highlighting that transactional leadership behaviors, such as contingent reward and management by exception, are prevalent in educational settings. Similarly, Hoover (1991) found that principals in private secondary schools exhibited transactional leadership behaviors, including contingent reward and management-by-exception, which were associated with perceptions of effectiveness and satisfaction. These studies align with the present findings that Thai school heads influence and emphasize active monitoring and performance-driven rewards.

Furthermore, Hyseni Duraku (2021) explored the impact of transformational and transactional leadership attributes on teachers' work motivation, noting that while transformational leadership attributes had a significant impact, transactional attributes, such as contingent reward, also contributed to predicting teachers' motivation for student evaluations. This suggests that while transformational leadership is impactful, transactional leadership behaviors are also present and influential in educational settings.

Therefore, these studies provide empirical evidence of the prevalence and influence of transactional leadership among school leaders, aligning with findings in Chonburi, Thailand. The results indicate that Thai school heads generally emphasize active monitoring and performance-driven rewards, while exhibiting minimal passive involvement.

### **Table 2.3 Leadership Styles Exhibited by the Thai School Heads: Laissez-Faire Leadership**

Table 2.3 shows how Thai school leaders lead using the *laissez-faire leadership style*. The average rating of 2.43 (Disagree) indicates that people generally did not perceive their school leaders as using laissez-faire leadership.

According to the three sub-dimensions of the Laissez-faire style of leadership measured, *"Lack of Accountability (Absence of Monitoring)"* had the highest average of (2.61) rated as Neutral (N), suggesting that while some leaders sometimes do not watch work or give feedback, it is not common.

Meanwhile, *"Non-interference (Avoiding Leadership Involvement)"* had an average of (2.45) rated as Disagree (D), showing that most school leaders do not avoid getting involved and are somewhat part of making decisions.

The lowest average of (2.23) rated as Disagree (D) under *"Avoidance of Responsibility (Failure to Take Action)"* shows that people did not agree that their school leaders avoid responsibility or ignore school issues.

Overall, the results suggest that Thai school leaders rarely exhibit laissez-faire leadership and are generally involved and responsible in their administrative tasks.

These results align with Bass and Avolio's (1997) study, which found that laissez-faire leadership is the worst form of leadership because it involves no decision-making or accountability. Likewise, Sohail and Daud (2009) found that schools with laissez-faire leaders usually have teachers who are less happy and motivated, in contrast to results showing that Thai school leaders remain somewhat involved with their teachers. Also, the study by Phan et al. (2018) on leadership in Southeast Asia found that Thai administrators often use transformational and participative leadership, actively supporting school activities.

Therefore, the data suggest that Thai school leaders do not typically exhibit laissez-faire leadership qualities; instead, they lead in more active, participatory ways.

**Problem No. 3:** The Level of influence of the leadership styles exhibited by the Thai school heads in terms of the following:

3.1 Job Satisfaction

3.2 Motivation

3.3 Performance

3.4 Emotional Well-being

**Table 3.1: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Job Satisfaction**

Table 3.1 indicates that Thai school heads' leadership styles influence Filipino teachers' job satisfaction. With a mean composite score of 3.84, classified as Agree (A), it can be concluded that teachers' overall view of their school head's leadership is very supportive and motivating, enhancing their professional well-being and job satisfaction.

Among the individual items, teachers agreed most with the item *"I am satisfied with my work environment that school leadership has provided"* (WM = 4.00), followed by *"I feel appreciated and valued by school leadership for my work as a teacher"* (WM = 3.97). These findings indicate that Thai school leaders establish conducive settings where teachers feel valued and included. Supportive environments of this kind have been found to predict greater levels of job satisfaction and lower turnover intentions among teachers (Phan et al., 2021).

Regarding other items, *"Constructive feedback from my leader improves my job satisfaction"* (WM = 3.93) and *"I am confident that school leadership supports my professional growth"* (3.90) scored a high mean score as well. These results suggest that leader support and feedback are important for teacher morale and the development of their profession (Ahmed & Hong, 2022). Teachers also confirmed: *"My leader creates a positive and inspiring working atmosphere"* (WM = 3.80), highlighting the importance of emotional and inspirational leadership behaviors.

These results align with transformational leadership theory, which posits that individual consideration, intellectual stimulation, and motivation influence teacher job satisfaction (Bass & Riggio, 2006; Nguyen et al., 2023). Sukkasem and Khamdecha (2022) have shown that demonstrating justice, recognition, and participative decision-making by Thai school principals significantly increased teachers' professional satisfaction. Likewise, Rahman et al. (2023) stressed that when teachers perceive themselves as valued and supported by school leaders, they exhibit higher levels of work commitment, lower stress, and greater enthusiasm in teaching delivery.

These overall results, labeled Agree, indicate that teachers reported a strong, positive influence from Thai school heads, which is associated with job satisfaction. That means successful school leaders in Thailand not only focus on getting tasks done, but also work hard to build an emotionally supportive and appreciative climate. To address teachers' passion and the role of school leaders in boosting their rates, Chantarasombat (2024) argues that empathetic leadership, along with recognition and rewards, can foster a sense of security and professional motivation, ultimately enhancing institutional efficiency.

In conclusion, the results suggest that Thai School Heads' management behaviors promote teachers' job satisfaction by fostering a positive environment, providing professional support, and recognizing individual contributions. These leadership ethics foster Filipino teachers' trust, enthusiasm, and confidence in Thai schools.

**Table 3.2: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Teacher Motivation**

Table 3.2 shows that the leadership styles of Thai school heads exhibit a good stimulus for teacher motivation, with a composite mean of (3.89) interpreted as Agree (A). This suggests that teachers generally see their head teachers as motivating figures who instill vitality, initiative (or hard work), and professional commitment.

The best-rated indicator, "*I am inspired to keep in a positive state of mind toward challenges in my teaching role*" (4.00), rated as Agree (A), suggests that leader behaviors emphasizing authenticity and optimism will foster a resilient spirit—an ideal type of teacher in today's challenging climate. This finding aligns with Rahman and Singh (2023), who stated that the more a school leader implements transformational design, the greater the inbuilt motivation becomes for teachers to try new things. In this environment, you can find the resources and support for your own ideas, as there are enough allies who share your vision.

The Statements "*My leader encourages me to improve my skills at work*" (3.90) and "*My leader makes me want to do my best at work*" (3.87), rated as Agree (A), show how much leaders help teachers believe in themselves and strive to improve. Nguyen et al. (2023) explained that leaders who guide, recognize, and help teachers grow build their confidence and drive, which makes them better teachers who enjoy their jobs more. Also, Chantarasombat (2024) noted that leaders who grant power and support make teachers care more about their jobs and feel less stressed, while also encouraging them to continue improving over the long run.

Additionally, "*leaders motivate them to set higher personal and professional goals*" (3.70) and "*leaders foster their commitment to continuous learning and improvement*" (3.93) were rated as Agree (A). This is consistent with what Phan et al. (2021) found: when teachers know what is expected and receive helpful feedback from school administrators, they keep trying and developing new ideas in their teaching. Likewise, Ahmed and Hong (2022) noted that leaders who offer support help build a positive school environment, making teachers feel better and promoting teamwork across sections.

In summary, the findings confirm that leadership plays a central role in fostering teacher motivation. By promoting a supportive, encouraging, and development-oriented environment, Thai school heads help teachers sustain their enthusiasm, take initiative, and perform at their best. This aligns with transformational leadership principles, which posit that leaders who inspire, support, and intellectually stimulate their followers create sustained motivation and professional commitment (Bass & Riggio, 2006).

### **Table 3.3: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Teacher Performance**

Table 3.3 shows the extent to which Thai school leaders' leadership styles influence teacher performance. The data show that the overall average of 3.87, rated "Agree," indicates that people generally believe their school leaders' leadership styles positively influence their teaching.

The averages range from 3.70 to 4.00, indicating that teachers view their leaders' helpful actions, feedback, and encouragement as beneficial for their job development. The highest average score (4.00), rated as Agree (A), is for the statement "*I can better meet job expectations regularly because of leadership help,*" suggesting that leadership support enables teachers to reach and maintain teaching standards. The lowest average score (3.70) rated as Agree (A) is for the statement "*I am better at teaching because of the leadership style at my school,*" which, while still good, means that some teachers think there is room to improve how leadership styles can make teaching even better.

The results match Elfira's (2024) findings, which stated that when school leaders are helpful and guide teaching, teachers are more motivated, and their classroom performance improves. Similarly, Hsieh (2024) noted that when leaders implement improvements, teachers like their jobs more, become more involved in their work, and are more willing to adopt new teaching methods. Promchart (2020) also noted that leadership in Thai schools that emphasizes collaboration, and emotional support makes teachers more confident and less stressed at work.

Also, Sirisom and Sombat (2022) said that helpful feedback and support from school managers significantly improve how teachers feel about themselves and how well they teach. These results support the idea that good school leadership is crucial for enhancing teachers' job performance, which aligns with the high scores observed in this study.

In general, the results suggest that Thai school leaders' leadership styles help teachers perform better, especially by motivating them, making them more consistent in their work, and increasing their confidence in their teaching. When school leaders lead by making positive changes, involving others, providing guidance,

recognizing good work, and offering helpful feedback, teachers usually perform better and feel happier in their jobs. Because of this, ongoing job training for school leaders that focuses on communicating as a leader, overseeing teaching, and empowering teachers could further improve teachers' performance in Thai schools.

### **Table 3.4: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Emotional Well-Being**

Table 3.4 presents how Thai school heads' leadership styles influence Emotional Well-being. The table shows an overall average of 3.78, described as "Agree," indicating that teachers usually believe their principals' leadership positively influences their Emotional well-being. The average scores range from 3.70 to 3.87, all rated Agree (A), indicating that those surveyed mostly agreed that their principals lead in a supportive, emotionally understanding manner.

The highest average score (3.87) is seen in two statements: "*I feel emotionally supported by my school leader when dealing with stressful situations,*" and "*My leader creates a work environment that fosters emotional stability.*" These results show that teachers feel emotionally secure and supported by their principals, especially when handling work-related stress. The lowest average (3.70) was seen in the items "*I am less stressed at work because of the leadership style in my school*" and "*My leader demonstrates concern for my mental and emotional health*" Even though these were still stated as "Agree," these somewhat lower scores mean that even though the support from leaders is generally good, there is still a chance to make efforts to lower stress more directly and focus more on mental health.

These results are similar to those of Sawangmek and Boonrawd (2022), who stated that leadership that understands emotions greatly supports teachers' well-being and ability to bounce back, especially when teaching is stressful. Also, Nguyen (2023) found that leaders who change things by showing care and understanding of feelings help create positive school environments and reduce teachers' burnout. Chantachon and Rattana (2021) also emphasized that Thai school principals who use supportive communication and praise help teachers feel more emotionally stable and happy. Furthermore, Alkhateeb and Alqahtani (2024) found that leadership actions that promote honest discussions and mental health awareness significantly improve teachers' ability to manage their responsibilities and maintain emotional balance. These studies show that leadership supports emotions and helps boost both drive and mental well-being in schools.

In general, the results show that Thai school principals' leadership styles positively influence teachers' emotional well-being by providing encouragement, emotional support, and a work environment that feels psychologically safe. Principals who grow caring, trust, and open communication help teachers handle stress better and stay motivated. As a result, the development of emotional well-being and supportive leadership habits among Thai school principals can further enhance teachers' overall well-being and job satisfaction.

**Problem No. 4.** Difference in the level of influence of the leadership styles of the Thai school heads when Filipino teachers are grouped according to profile variables

### **Table 4.1 Difference in the Level of Influence of the Leadership Styles (Job Satisfaction) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables**

Table 4.1 shows how Thai school leaders' leadership styles influence Filipino teachers' job satisfaction, grouped by Profile variables such as age, gender, teaching experience, grade level, and school type. The calculated p-values for all these factors are greater than 0.05, indicating they are not significant. So, do not reject the hypothesis that teachers' perceptions of how leadership styles influence their job satisfaction do not differ by gender.

The teacher's age had an ANOVA value of 1.643 and a p-value of 0.212, indicating that the difference in job satisfaction across age groups is not significant. Although the average score for teachers younger than 25 (4.75) was higher, it was not significantly different from the other age groups. Also, *gender* (T-test value = 0.510,  $p = 0.614$ ) did not show any significant difference between male (3.92) and female (3.75) teachers, indicating that both groups perceive the influence of leadership on job satisfaction similarly.

For the *years of teaching experience*, the ANOVA value of 1.326 with a p-value of 0.282 means it is not significant, even though teachers with 11–15 years of experience had a higher average score (4.23). Similarly, the grade they taught (T-test = 0.123,  $p = 0.903$ ) showed no significant difference, indicating that both elementary and high school teachers have similar levels of Job satisfaction regarding leadership. Finally, the *type of school* (ANOVA value = 2.901,  $p = 0.072$ ) also showed no significant difference, even though teachers in public schools (average = 4.05) reported being happier than those in private (3.12) or international (3.88) schools.

These results suggest that leadership styles influence job satisfaction equally across all types of teachers. No matter their age, gender, or how long they have been teaching, Filipino teachers in Thai schools experience a similar level of job satisfaction because of how their leaders guide, support, and manage them. This agrees with Rahman and Singh (2023), who found that leadership's effect on teacher happiness tends to remain consistent across different types of teachers when the school ensures everyone feels included and supported. Similarly, Alonzo (2021) found that fair, recognition-based leadership makes teachers happier, regardless of gender or experience level. Boonyarit et al. (2020) also said that what makes teachers happy is more about how much they feel supported by the administration than about differences among teachers. Also, Morales and Dizon (2022) found that a leader's ability to understand emotions and communicate effectively is more critical for making teachers happy than teachers' personal qualities. Yoo and Kim (2024) also found that when school leaders consistently use transformational leadership, differences in job satisfaction by age, gender, and tenure become smaller.

These studies support the current findings that leadership quality, rather than teachers' personalities, determines teachers' job satisfaction across different teaching environments, including those in Thailand.

#### **Table 4.2 Difference in the Level of Influence of the Leadership Styles (Teacher Motivation) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables**

Table 4.2 illustrates the extent of Thai school leaders' styles' influence on Filipino teachers' motivation, grouped by profile variables such as age, gender, teaching experience, grade level, and school type.

The results show that the p-values for age, gender, years of experience, and grade level are all greater than 0.05, indicating that the groups perceive the influence of leadership on motivation similarly.

However, for the type of school, the ANOVA value of 3.868 with a significance level of 0.033 is less than 0.05, indicating that teacher motivation varies noticeably across school types.

Teachers younger than 25 reported being the most motivated, on average (4.75), followed by those aged 35-44 (3.98), suggesting that younger and mid-career teachers feel more driven under current leadership styles. Even so, the ANOVA F statistic (1.344) and the p-value (0.278) indicate that these differences are not statistically significant.

Regarding gender, male teachers (average = 4.00) were more motivated than female teachers (average = 3.77), but the t-test (0.693) and p-value (0.494) indicate the difference is not significant.

Likewise, years of teaching experience (ANOVA,  $F = 1.103$ ,  $p = 0.346$ ) and grade level taught (T-test,  $F = 0.290$ ,  $p = 0.774$ ) do not show significant differences, indicating that leadership influences teachers' motivation similarly across these groups.

Interestingly, school type was the only factor that showed a significant difference in motivation ( $p = 0.033$ ). Teachers in public schools reported the highest average motivation (4.16), followed by those in private schools (3.12) and international schools (3.76). This means that leadership styles in public schools might give teachers more power or involve them more, thereby motivating them.

These results support Boonyarit et al. (2020), who observed that Thai public-school management often emphasizes collaboration, professional development, and teacher involvement in decision-making, thereby increasing teachers' motivation. Also, Yoo and Kim (2024) found that the school environment significantly

influences how leadership affects motivation, with public schools often fostering stronger teacher involvement and dedication.

Moreover, Rahman and Singh (2023) and Nguyen (2023) noted that leaders who inspire and emotionally support teachers are crucial to maintaining teachers' motivation, especially in schools where people work together and support one another. Hsieh (2024) also noted that teachers are more motivated in schools where leaders provide clear feedback, share a vision, and appreciate their hard work. So, the significant differences observed between school types in this study might indicate variations in how schools are run, how well leaders respond to teachers, and how teachers and leaders communicate.

In general, the results suggest that leadership style consistently motivates Filipino teachers but manifests differently across schools. Teachers in public schools seem to be more positively influenced by how leaders act, likely because they are more strongly encouraged to take initiative in their profession and are inspired to maintain a positive attitude toward challenges in their teaching role.

Therefore, enhancing leadership in private and international schools, especially by empowering and showing appreciation, could further boost teacher motivation across all school settings.

#### **Table 4.3 Difference in the Level of Influence of the Leadership Styles (Teacher Performance) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables**

Table 4.3 illustrates the varying influence of Thai school leaders' leadership styles on teachers' performance, with Filipino teachers grouped by profile variables such as age, gender, teaching experience, grade level, and school type. The data show that all p-values are greater than 0.05, indicating no significant differences in how leadership style influences teacher performance across groups.

Looking at *age groups*, teachers under 25 reported doing the best (4.65), followed by those between 35 and 44 (3.90) and those between 25 and 34 (3.75). Even though there is some difference, the ANOVA value of 0.872 and p-value of 0.212 indicate that the difference is not significant. This means that leadership style influences teachers equally, regardless of age. Similarly, regarding gender, male teachers (average = 3.93) and female teachers (average = 3.81) have similar perceptions of how well they are doing, as indicated by a T-test value of 0.375 and a p-value of 0.710. When grouped by years of teaching, average performance scores (0–5 years = 3.81; 6–10 years = 3.72; 11–15 years = 4.21) suggest that teachers with more experience tend to rate their performance slightly higher.

However, with an ANOVA F-value of 0.666 and a p-value of 0.522, these differences remain statistically insignificant. This aligns with Lee and Wang's (2022) findings: good leadership helps both new and experienced teachers equally when the school focuses on shared goals and teamwork.

Regarding the grade they teach, the T-test value of 0.089 and p-value of 0.930 indicate that there is no significant difference between teachers who teach younger kids (average = 3.88) and those who teach older kids (average = 3.84). This suggests that actions leaders take, such as talking to teachers, checking on them, and helping them, are perceived similarly across grade levels.

Finally, when grouped by school type, the ANOVA value of 2.353 and p-value of 0.114 indicate that teachers' performance does not differ between public (average = 4.08), private (average = 3.20), and international (average = 3.86) schools.

These results suggest that Thai school leaders' leadership style has a similar influence on how well Filipino teachers perform, regardless of the group they are in. This is supported by the study by Tran and Vo (2023), which found that leadership that inspires and supports teachers influences their performance, regardless of background, when school leaders set clear expectations for everyone and provide feedback. In much the same way, Alshammari (2021) clearly explained that a teacher's effectiveness is more closely linked to how well leaders share news and provide support than to factors such as age or experience. Ong and Cheong (2023) also found that teachers feel more capable and in control of their classrooms when leaders are effective, despite their years of experience, and Lwin (2024) noted that teachers improve when leaders encourage teamwork and continuous learning.

The similarity found in this study implies that the actions of school leaders influence people from all walks of life. This supports the idea that steady, supportive, and focused leadership helps teachers perform well, regardless of their differences or the type of school.

#### **Table 4.4 Difference in the Level of Influence of the Leadership Styles (Emotional Well-Being) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables**

Table 4.4 presents differences in the influence of leadership style on the emotional well-being of Filipino teachers under Thai school heads, grouped by profile variables.

The results indicate that there are no significant differences in teachers' emotional well-being across all demographic variables, as all computed p-values are greater than 0.05. Specifically, the variables of age (ANOVA = 0.163,  $p = 0.212$ ), gender ( $T = 0.040$ ,  $p = 0.968$ ), years of teaching experience (ANOVA = 1.243,  $p = 0.305$ ), grade level taught ( $T = 0.555$ ,  $p = 0.583$ ), and type of school (ANOVA = 2.60,  $p = 0.093$ ) all yielded nonsignificant results. This implies that, regardless of teachers' age, gender, teaching experience, or school type, their emotional well-being is similarly influenced by Thai school heads' leadership styles.

These findings suggest that the emotional well-being of Filipino teachers in Thailand is not determined by demographic characteristics, but rather by environmental and relational factors such as school climate, cultural adaptation, and leader–teacher relationships. This aligns with the study of Floman et al. (2024), who found that teachers' emotional well-being was more strongly predicted by principals' emotional intelligence and supportive leadership behaviors than by demographic factors. Similarly, Ismail and Sulaiman (2023) reported that emotionally intelligent leadership significantly enhanced teacher motivation and job satisfaction, regardless of age or gender differences. Moreover, Suh and Koo (2025) emphasized that contextual and cultural dynamics play a more crucial role in shaping teacher well-being than personal variables. These findings collectively support the present study's conclusion that leadership style consistently influences teachers' emotional wellbeing and that demographic factors do not significantly alter this relationship.

#### **Table 4.5 Difference in the Level of Influence of the Leadership Style (Overall) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables**

Table 4.5 presents differences in Thai school heads' overall leadership style influence across Filipino teacher groups defined by profile variables.

The findings reveal no significant differences in overall leadership influence across demographic variables, as all computed p-values exceed 0.05. Specifically, the variables of *age* (ANOVA = 0.746,  $p = 0.484$ ), *gender* ( $T = 0.425$ ,  $p = 0.674$ ), *years of teaching experience* (ANOVA = 1.143,  $p = 0.334$ ), *grade level taught* ( $T = 0.277$ ,  $p = 0.784$ ), and *type of school* (ANOVA = 3.226,  $p = 0.055$ ) were all found to be not significant. This suggests that respondents, regardless of their demographic characteristics, share a similar perception of Thai school heads' leadership style.

These results imply that Filipino teachers working in Thailand have a relatively uniform experience of their school leaders' leadership style, regardless of their age, gender, or teaching experience. Leadership behaviors appear to be consistently perceived across school settings, suggesting that Thai school heads uniformly apply leadership practices. The finding is consistent with the study of Floman et al. (2024), which emphasized that emotionally intelligent and consistent leadership behaviors contribute to equitable experiences of teacher well-being and engagement across demographic groups. Similarly, Ismail and Sulaiman (2023) found that leadership style influences teacher motivation and satisfaction uniformly, with minimal differences across personal characteristics. Furthermore, Suh and Koo (2025) highlighted that contextual and organizational cultures play a more decisive role than demographic traits in shaping perceptions of leadership and its effects on educators.

In this context, the present results suggest that Filipino teachers consistently experience Thai school heads' leadership styles, reflecting leadership practices that transcend demographic boundaries and emphasize inclusivity and stability within the school environment.

**Problem No. 5.** Relationship between the leadership style of the Thai school heads and the level of influence among Filipino teachers.

## Table 5: Relationship Between the Leadership Style of the Thai School Heads and the Level of Influence Among Filipino Teachers

Table 5 presents the relationship between Thai school heads' leadership styles and Filipino teachers' levels of influence. The results reveal that **Transformational Leadership** shows a high to very high positive correlation with all indicators of **job satisfaction** ( $r = 0.753$ ,  $p = 0.001$ ), **teacher motivation** ( $r = 0.804$ ,  $p = 0.001$ ), **teacher performance** ( $r = 0.789$ ,  $p = 0.001$ ), and **emotional well-being** ( $r = 0.698$ ,  $p = 0.001$ ). These findings indicate that transformational leaders significantly enhance teachers' professional engagement, morale, and psychological stability. The results align with Al Mamun and Hasan (2023), who found that transformational leadership positively predicts teacher commitment and satisfaction by fostering emotional intelligence and collegial trust. Likewise, Zhou and Kim (2024) emphasized that transformational leaders influence motivation and classroom effectiveness through inspiration, shared vision, and supportive communication.

In contrast, **Transactional Leadership** showed moderate correlations with teacher-related variables, **job satisfaction** ( $r = 0.533$ ,  $p = 0.002$ ), **teacher motivation** ( $r = 0.560$ ,  $p = 0.001$ ), **teacher performance** ( $r = 0.597$ ,  $p = 0.001$ ), and **emotional well-being** ( $r = 0.490$ ,  $p = 0.006$ ), all of which were statistically significant. This implies that transactional behaviors, such as reward and performance monitoring, still contribute to professional motivation, though less strongly than transformational approaches. The finding is consistent with Karadağ and Arslan (2022), who reported that transactional leadership maintains teacher performance through accountability but may limit creativity and emotional engagement.

Meanwhile, **Laissez-faire Leadership** exhibited very low and insignificant correlations with all indicators, including **job satisfaction** ( $r = -0.162$ ,  $p = 0.363$ ), **motivation** ( $r = -0.089$ ,  $p = 0.641$ ), **teacher performance** ( $r = -0.148$ ,  $p = 0.437$ ), and **emotional well-being** ( $r = -0.100$ ,  $p = 0.599$ ). This suggests that passive or non-interventionist leadership diminishes teacher engagement and satisfaction. These results echo Nguyen and Lee (2021), who highlighted that laissez-faire leadership weakens teacher morale and institutional cohesion due to a lack of direction and feedback.

Overall, the correlation between leadership style and level of influence ( $r = 0.515$ ,  $p = 0.004$ ) was moderate and significant, indicating that leadership styles, particularly transformational leadership, influence teacher outcomes and student-related coping behaviors. This observation supports Yoon and Park (2025), who found that leadership emphasizing empathy and empowerment contributes to improved academic performance and emotional resilience in multicultural school contexts.

Hence, the data underscores the pivotal role of transformational leadership in creating a supportive, motivating, and emotionally healthy educational environment for both teachers and students.

## SUMMARY OF THE FINDINGS

This paper sought to provide information on The Influence of Thai School Heads' Leadership Styles on Filipino Teachers' Experience in Chonburi, Thailand.

Among the important findings of this research were:

1. The profile of Filipino teachers in schools in Chonburi, Thailand, shows that the majority are young to middle-aged educators, with 53.3% aged 25–34 and 40% aged 35–44, indicating an early- to mid-career workforce. The gender distribution is equal, with males and females each comprising 50%, suggesting balanced participation in the teaching profession. In terms of experience, 40% have 0–5 years of teaching experience, 36.7% have 6–10 years, and 23.3% have 11–15 years, reflecting a predominance of early- to moderately experienced teachers. Most Filipino teachers (76.7%) teach at the kindergarten and primary levels, while 23.3% are assigned to the secondary level, highlighting their strong presence in foundational education. Regarding school type, 63.3% are employed in public schools, followed by 20% in private schools and 16.7% in international schools, indicating greater demand for Filipino teachers in public school ESL and basic education programs.

2. The findings reveal that Thai school heads exhibit strong transformational and transactional leadership styles, with laissez-faire leadership observed only minimally. In terms of transformational leadership, school

heads demonstrated a high overall mean score ( $M = 4.04$ , Agree), with Idealized Influence scoring the highest, indicating that leaders are respected, trusted, and viewed as role models. Inspirational Motivation and Intellectual Stimulation further reflect leaders' ability to motivate teachers and encourage innovation. At the same time, Individualized Consideration shows attention to teachers' personal and professional development, though with room for greater individualized support. Regarding transactional leadership, Thai school heads also showed a high level of practice (grand mean = 3.68, Agree), particularly in Management by Exception (Active), highlighting active supervision and timely corrective feedback. Contingent Reward practices were consistently applied, while Management by Exception (Passive) was less evident, suggesting limited reliance on passive leadership. In contrast, laissez-faire leadership was generally not practiced (overall mean = 2.43, Disagree). Low scores in non-interference and in avoidance of responsibility indicate that school heads are actively involved in decision-making and leadership, with only occasional lapses in accountability. Overall, the results suggest that Thai school heads favor active, structured, and motivational leadership approaches.

3. The results show that Thai school heads' leadership styles positively influence Filipino teachers' job satisfaction, motivation, performance, and emotional well-being. In terms of job satisfaction, teachers reported a favorable level of influence (overall mean = 3.84, Agree), highlighting satisfaction with the work environment, feeling valued, constructive feedback, and support for professional growth, all of which contribute to a positive and motivating workplace. Regarding motivation, leadership influence was rated highly (overall mean = 3.89, Agree), with teachers expressing strong inspiration to maintain a positive mindset, improve skills, strive for excellence, and pursue continuous learning. These findings indicate that supportive and encouraging leadership sustains teachers' enthusiasm, resilience, and professional commitment. In terms of performance, Thai school heads' leadership styles were perceived as enhancing teachers' effectiveness (overall mean = 3.87, Agree), particularly by helping teachers consistently meet job expectations through guidance and feedback. While the influence on direct teaching improvement was slightly lower, the results suggest that leadership plays a key role in fostering confidence, consistency, and professional growth. Finally, leadership styles also positively affected emotional well-being (overall mean = 3.78, Agree), with teachers feeling supported during stressful situations and working in a stable environment. Although areas such as stress reduction and mental health support showed room for improvement, the findings indicate that Thai school heads contribute to a psychologically safe and supportive work climate that promotes teachers' well-being and resilience.

4. The findings indicate that Thai school heads' leadership styles have a generally consistent influence on Filipino teachers across profile variables. In terms of job satisfaction, leadership influence did not differ significantly by age, gender, or teaching experience, suggesting that teachers experience similar levels of satisfaction due to consistent guidance and support from school heads. For teacher motivation, leadership influence was likewise consistent across age, gender, teaching experience, and grade level. However, a significant difference emerged by school type ( $p = 0.033$ ), with teachers in public schools reporting higher motivation than those in private and international schools. This suggests that leadership practices in public schools may be more empowering or inclusive, thereby enhancing motivation. Regarding teacher performance, no significant differences were found across any profile variables, including age, gender, teaching experience, grade level, and school type. Although minor variations were observed, these were not statistically significant, indicating that leadership style positively influences performance regardless of teachers' backgrounds. Similarly, the influence of leadership styles on emotional well-being showed no significant differences across all profile variables, highlighting that supportive leadership consistently shapes teachers' emotional health. Overall, the results demonstrate that Filipino teachers share a uniform perception of Thai school heads' leadership practices, reflecting an inclusive and equitable leadership approach that provides stable experiences across diverse demographic and professional groups.

5. The results reveal a significant relationship between Thai school heads' leadership styles and their influence on Filipino teachers. Transformational leadership demonstrated a strong to robust positive correlation with all teacher outcomes, including job satisfaction ( $r = 0.753$ ), motivation ( $r = 0.804$ ), performance ( $r = 0.789$ ), and emotional well-being ( $r = 0.698$ ), indicating its substantial impact on teacher engagement, morale, and psychological stability. Transactional leadership showed moderate positive correlations with these variables, suggesting that reward-based and supervisory practices contribute to motivation and performance, though less effectively than transformational leadership. In contrast, laissez-faire leadership showed very low, insignificant correlations, suggesting that passive leadership negatively affects teacher engagement and

satisfaction. Overall, the moderate and significant correlation ( $r = 0.515$ ) confirms that effective leadership—particularly transformational leadership—plays a crucial role in enhancing teachers’ outcomes, motivation, and well-being, underscoring its importance in fostering a supportive and productive school environment.

## CONCLUSION

Based on the foregoing findings, the following conclusions were drawn:

1. Filipino teachers in Chonburi, Thailand, are predominantly early- to mid-career educators, equally distributed by gender, primarily teaching at Kindergarten and Primary levels, and mainly employed in public schools.
2. Thai school heads predominantly demonstrate transformational and transactional leadership styles, with minimal laissez-faire behavior. This pattern indicates active engagement, guidance, and responsibility in school management.
3. Leadership style positively influences Filipino teachers’ job satisfaction, motivation, performance, and emotional well-being. Transformational leadership strongly enhances professional engagement, morale, and psychological stability.
4. The influence of leadership on teachers’ outcomes is generally consistent across age, gender, teaching experience, grade level, and school type, except for motivation, which is higher among teachers in public schools.
5. Transformational leadership is most influential in promoting teacher development, engagement, and well-being. Transactional leadership has a moderate influence, while laissez-faire leadership shows minimal influence. Overall, Thai school heads’ leadership is crucial in creating a supportive, motivating, and inclusive environment that positively shapes Filipino teachers’ professional and emotional experiences, regardless of background.
6. The proposed program is designed to address the identified needs of Thai school heads and Filipino teachers in Chonburi, Thailand. The results revealed that transformational leadership plays a vital role in enhancing teacher motivation, satisfaction, and well-being. The proposed Transformational Leadership Enhancement and Teacher Empowerment Program (TLE-TEP) aims to strengthen leadership skills, promote collaboration, and sustain a positive and inclusive school environment conducive to professional and personal growth.

## RECOMMENDATIONS

In light of the conclusions drawn from the study, the following are hereby recommended:

1. Implement ongoing professional development programs for Thai school heads, focusing on transformational and participative leadership approaches that foster motivation, collaboration, and teacher empowerment.
2. Establish structured mentoring and peer-support mechanisms between school heads and teachers to improve communication, trust, and share responsibility in achieving school goals.
3. Develop initiatives that recognize teacher achievements, provide regular feedback, and support emotional well-being to sustain high levels of job satisfaction and performance.
4. Conduct intercultural workshops to strengthen mutual respect, understanding, and collaboration between Thai administrators and Filipino teachers, thereby promoting harmony and inclusiveness in the school community.
5. Develop a regular evaluation system to assess leadership practices and their impact on teacher motivation and satisfaction, ensuring that leadership training remains responsive to evolving educational needs.
6. Encourage educational authorities to integrate transformational leadership training into school management frameworks to institutionalize influential leadership practices that enhance teacher engagement and school performance.

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