

# Leadership and Governance of School Heads and Performance of Teachers

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## ABSTRACT

This study examined the relationship between shared leadership and governance among school heads and the performance of teachers in the ten Junior High Schools. The study utilized a descriptive-correlational design with 159 teacher respondents selected through proportionate stratified random sampling. The Distributed Leadership Readiness Scale (DLRS) was used to measure shared leadership and governance, while the IPCRF ratings determined teachers' performance. Data were analyzed using weighted mean, percentage, Spearman's Rank Correlation Coefficient, and t-test. Findings revealed that the level of shared leadership and governance among school heads was high. The teachers' performance was rated outstanding. However, there was no significant relationship between shared leadership and governance and teachers' performance, indicating that while collaborative leadership was evident, it may not directly affect performance outcomes. No significant differences were also found when grouped according to sex, highest degree attained, and plantilla position. The study concludes that shared leadership remains vital in fostering collaboration, empowerment, and a positive school culture. A development plan was proposed to strengthen participatory leadership practices among school heads and teachers.

**Keywords:** Shared leadership, Governance, Teacher performance

## INTRODUCTION

Educational leadership has undergone a significant conceptual shift over the past decades, from a hierarchical, principal-centered model toward more participatory and distributed forms of governance. Contemporary scholarship increasingly recognizes that the complexity of schooling requires leadership to be shared among organizational members rather than concentrated in a single authority figure. Shared leadership and governance, characterized by collaborative decision-making, collective accountability, and distributed responsibility, have been identified as critical mechanisms for sustaining school improvement and professional growth (Cruz-González et al., 2021; Daniëls & Dochy, 2019). Within this paradigm, teachers are not merely implementers of policy but active contributors to institutional direction and instructional reform.

Despite its theoretical appeal and policy endorsement, empirical findings on the relationship between shared leadership and teacher performance remain inconclusive. Several studies report that shared governance enhances teacher motivation, self-efficacy, and instructional effectiveness (Bilal et al., 2019; Toker, 2022). Others, however, suggest weak or non-significant associations between distributed leadership structures and measurable performance outcomes (Hoque et al., 2020). This divergence indicates a need for context-specific empirical validation, particularly in public basic education systems where leadership practices are shaped by policy frameworks and accountability mechanisms.

In the Philippine educational context, shared leadership is institutionally reinforced through multiple policy instruments. Republic Act No. 9155 (Governance of Basic Education Act of 2001) decentralizes authority to school-level actors, promoting accountability and participatory governance. DepEd Order No. 83, s. 2012 institutionalizes School-Based Management (SBM), identifying leadership and governance as foundational

principles for school improvement. Furthermore, DepEd Order No. 24, s. 2020 (Philippine Professional Standards for School Heads) explicitly mandates collaborative leadership, instructional supervision, and stakeholder engagement as core competencies of school leaders. Parallel to these leadership reforms, teacher performance is formally assessed through the Results-Based Performance Management System (RPMS), operationalized via the Individual Performance Commitment and Review Form (IPCRF), which evaluates teachers across key domains of pedagogy, curriculum implementation, learner diversity, assessment, and professional development.

In this study, the term “shared leadership” is operationalized through the Distributed Leadership Readiness Scale (DLRS), which measures the distribution of leadership functions across organizational members. While participative leadership theory underpins the conceptual foundation of the study, distributed leadership serves as the measurable construct examined empirically. These constructs are related but analytically distinguished for clarity.

While both shared leadership and teacher performance are well-defined within Philippine policy frameworks, empirical research integrating these constructs remains limited. Most existing studies examine leadership behaviors or performance outcomes independently, without analyzing their relational dynamics. Moreover, few studies situate this relationship within district-level realities, where contextual factors such as resource availability, school size, and SBM implementation maturity may influence governance practices. In particular, no prior study has examined whether shared leadership and governance practices in the Junior High Schools of Glan 4 District, Division of Sarangani, despite their high SBM ratings, translate into measurable differences in teacher performance based on IPCRF results.

Addressing this gap is both theoretically and practically significant. Theoretically, this study contributes to participative leadership discourse by empirically testing Lewin’s Participative Leadership Theory (1939) within a public secondary education setting. The theory posits that collaborative decision-making enhances commitment, motivation, and productivity among members of an organization. By examining whether shared governance structures correspond to higher teacher performance ratings, this research evaluates the applicability of participatory leadership assumptions in a structured accountability system.

Practically, the findings provide evidence-based insights for school heads, district administrators, and policy makers. If shared leadership demonstrates a significant association with teacher performance, leadership development initiatives may prioritize participatory governance structures. Conversely, if no significant relationship is found, this would suggest that teacher performance, at least as measured by IPCRF, may be influenced more strongly by other organizational or individual factors, thereby refining future leadership strategies.

Thus, this study investigates the relationship between shared leadership and governance and teachers’ performance in the ten Junior High Schools of Glan 4 District during School Year 2022–2023. Specifically, it (1) determines the level of shared leadership and governance as perceived by teachers, (2) assesses teachers’ performance based on IPCRF ratings, (3) examines the relationship between these variables, and (4) analyzes differences when grouped according to selected demographic characteristics. Ultimately, the study proposes a development plan aimed at strengthening participatory leadership practices and sustaining teacher excellence.

By situating shared leadership within measurable performance outcomes and grounding the inquiry in national policy frameworks, this research advances empirical understanding of governance-performance dynamics in Philippine public secondary schools.

## **METHODOLOGY**

### **Research Design**

This study employed a quantitative descriptive–correlational research design to examine the relationship between shared leadership and governance and teachers’ performance. A quantitative approach was appropriate because the study sought to measure variables using standardized instruments and analyze their statistical

relationships objectively (Creswell, 2005). This design aims to uncover relationships between variables without intervention or manipulation (Gabio & Cajandig, 2025; Devi et al., 2022).

Descriptive design was utilized to determine the level of shared leadership and governance as perceived by teachers and to describe teacher performance ratings based on official evaluation records. The correlational component examined whether a statistically significant association exists between shared leadership and governance (independent variable) and teachers' performance (dependent variable).

No variables were manipulated, and the study investigated phenomena as they naturally occurred within the school setting. This design allowed for the analysis of existing governance practices and documented performance outcomes without experimental intervention, thereby preserving ecological validity.

### **Research Locale and Participants**

The study was conducted in the ten (10) public Junior High Schools of Glan 4 District, Division of Sarangani, Philippines, during School Year 2022–2023. The district operates under School-Based Management (SBM) structures and adheres to national leadership and performance evaluation frameworks prescribed by the Department of Education.

The respondents consisted of 159 public Junior High School teachers, selected through proportionate stratified random sampling to ensure equitable representation from each participating school. Stratification was applied to account for variations in school size and faculty distribution. Inclusion criteria required respondents to:

1. Be officially employed as public Junior High School teachers during SY 2022–2023;
2. Have completed IPCRF evaluation for the same academic year; and
3. Provide informed consent to participate.

Teachers from elementary, Senior High School, and private institutions were excluded to maintain contextual consistency.

### **Research Instrument**

This study utilized the Distributed Leadership Readiness Scale (DLRS) to measure the level of shared leadership and governance as perceived by teachers. The DLRS is a validated instrument designed to assess leadership distribution across key organizational domains, including mission, vision, and goals; school culture; shared responsibility; and leadership practices. The instrument consists of structured items rated using a five-point Likert scale, allowing respondents to indicate the extent to which shared leadership practices are evident within their school.

Before administration, the instrument underwent content validation to ensure its relevance and alignment with the context of public secondary schools. To establish reliability, internal consistency analysis was conducted, and the DLRS demonstrated acceptable reliability across its domains, with Cronbach's alpha coefficients ranging from  $\alpha = .78$  to  $\alpha = .91$ . These values indicate strong internal consistency and confirm that the instrument is a reliable measure of shared leadership and governance.

Teacher performance data were obtained from the Individual Performance Commitment and Review Form (IPCRF), which serves as the official performance evaluation tool under the Department of Education's Results-Based Performance Management System. The IPCRF provides standardized ratings based on professional competencies aligned with the Philippine Professional Standards for Teachers. The use of both the DLRS and IPCRF allowed for a systematic examination of leadership practices and performance outcomes within the district.

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## Data Gathering Procedure

Before data collection, formal approval to conduct the study was secured from the Schools Division Superintendent of the Division of Sarangani and the respective school heads of the ten participating Junior High Schools in Glan 4 District. An official request letter outlining the purpose, scope, and procedures of the study was submitted to ensure administrative authorization and institutional compliance. Ethical considerations were observed throughout the process, and participation was strictly voluntary.

After securing approval, informed consent was obtained from all teacher-respondents. The purpose of the study, the nature of their participation, the confidentiality of their responses, and their right to withdraw at any time without consequence were clearly explained. Respondents were assured that the data collected would be used solely for academic research purposes and would not affect their professional standing or performance evaluation.

The Distributed Leadership Readiness Scale (DLRS) was administered personally by the researcher to ensure clarity of instructions and to address any questions from participants. Teachers were given adequate time to complete the questionnaire in a non-disruptive setting to minimize response bias and ensure thoughtful answers. Completed questionnaires were retrieved immediately after completion to prevent data loss and maintain response integrity.

Following the survey administration, official Individual Performance Commitment and Review Form (IPCRF) ratings for School Year 2022–2023 were obtained from school records with proper authorization from school heads. Only the overall performance ratings relevant to the study were extracted. No identifying information was recorded to maintain anonymity and confidentiality. Each respondent was assigned a numerical code to match DLRS responses with IPCRF ratings without revealing personal identities.

All collected data were carefully encoded, verified, and organized for statistical analysis. The researcher conducted data cleaning procedures to check for completeness, consistency, and accuracy before proceeding to statistical treatment. Electronic files were stored securely and were accessible only to the researcher to ensure data privacy and compliance with ethical research standards.

## Data Analysis

The collected data were systematically organized, coded, and analyzed using appropriate descriptive and inferential statistical techniques. All statistical tests were conducted at a 0.05 level of significance to determine the presence of meaningful relationships and differences among variables.

Descriptive statistics were first employed to summarize the demographic characteristics of the respondents. Frequency counts and percentages were used to describe categorical variables such as sex, highest degree attained, and plantilla position. To determine the level of shared leadership and governance as perceived by teachers, weighted means were computed for each domain of the Distributed Leadership Readiness Scale (DLRS), as well as for the overall scale. Similarly, the overall mean of the Individual Performance Commitment and Review Form (IPCRF) ratings was computed to describe the general level of teachers' performance.

To examine the relationship between shared leadership and governance and teachers' performance, Spearman's Rank-Order Correlation Coefficient (Spearman's rho) was utilized. This non-parametric statistical test was selected because IPCRF ratings are ordinal in nature and may not fully satisfy the assumptions of normal distribution required for parametric correlation tests. Spearman's rho allowed the researcher to determine the strength and direction of the association between perceived shared leadership practices and teacher performance ratings.

To determine whether significant differences existed in the level of shared leadership and governance when respondents were grouped according to demographic variables, inferential statistical tests were applied. A Mann-

Whitney Test was used to compare mean differences between two groups, specifically in terms of sex and plantilla position. For variables with more than two categories, such as highest degree attained, the Kruskal-Wallis test was conducted. When significant differences were detected, post hoc comparisons were considered to identify specific group differences.

Similarly, differences in teacher performance ratings across demographic groups were analyzed using Mann-Whitney and Kruskal-Wallis, depending on the number of group categories. Assumptions for non-parametric testing were evaluated before analysis, confirming the appropriateness of Spearman's rho, Mann-Whitney U, and Kruskal-Wallis tests.

All statistical analyses were performed using recognized statistical software to ensure accuracy and reliability of computations. The results were interpreted in relation to the study's hypotheses and theoretical framework, providing empirical evidence on the relationship between shared leadership and governance and teachers' performance.

### **Ethical Considerations**

This study adhered strictly to established ethical standards in educational research to ensure the protection of participants' rights, welfare, and professional integrity. Ethical principles were observed throughout the planning, data collection, analysis, and reporting phases of the research.

Prior to conducting the study, formal approval was obtained from the Schools Division Superintendent and the respective school heads of the participating Junior High Schools. The purpose, scope, and procedures of the study were clearly communicated to the administrators to ensure institutional transparency and compliance with Department of Education research protocols.

Informed consent was secured from all teacher-participants before the administration of the survey instrument. The consent form clearly explained the objectives of the study, the voluntary nature of participation, the procedures involved, and the expected duration of their involvement. Participants were informed that they had the right to decline participation or withdraw from the study at any time without penalty or negative consequences. No form of coercion, incentive, or undue influence was used to encourage participation.

Confidentiality and anonymity were strictly maintained. Respondents' identities were not recorded in the questionnaire, and no personally identifiable information was included in the dataset. For purposes of data matching, numerical codes were assigned to link survey responses with IPCRF ratings while ensuring that individual identities remained undisclosed. Only aggregated data were reported in the presentation of results, preventing the identification of any specific respondent or school.

With respect to data privacy, official IPCRF ratings were accessed only with administrative authorization and were used exclusively for research purposes. All collected data were stored securely in password-protected digital files accessible only to the researcher. Physical documents, if any, were kept in a secure location. Data will be retained only for the duration necessary for academic reporting and will be disposed of responsibly thereafter.

Furthermore, the study ensured that participation would not affect teachers' professional evaluations, employment status, or institutional standing. The research was conducted independently of the formal performance appraisal process, and respondents were assured that their responses would not influence their official IPCRF ratings.

By upholding principles of informed consent, voluntary participation, confidentiality, anonymity, and data security, this study maintained ethical integrity and complied with recognized standards for responsible educational research.

## RESULTS AND DISCUSSION

### Demographic Profile of the Respondents

This study identified the demographic profiles of every respondent in terms of sex, highest degree attained, and their plantilla positions.

Table 1.1 presents the frequency and percentage corresponding to the different sampled teachers in terms of their sex.

Table 1. Demographic Profile in terms of Sex

Category	Frequency	Percentage
Male	39	24.53%
Female	120	75.47%
Total	159	100.00%

Table 1.1 presents the distribution of respondents according to sex. The results show that female teachers comprised the majority of the sample (75.47%), while male teachers represented 24.53% of the respondents. This indicates that the teaching workforce in the Junior High Schools of Glan 4 District is predominantly female.

This pattern reflects the broader demographic trend observed in basic education, where teaching is largely a female-dominated profession. The predominance of female educators has implications for leadership and governance dynamics, particularly in fostering collaborative and participatory environments. Research suggests that female teachers often demonstrate strong relational and cooperative tendencies, which support shared decision-making and collective engagement within school organizations (LaPorte-Grimes & Parham, 2024). Such relational orientations may contribute to the development of inclusive leadership practices and a supportive professional climate.

However, while gender composition may influence interaction patterns and collaborative engagement, existing evidence indicates that instructional competence and professional performance are not determined by gender alone (Gan et al., 2025). This suggests that leadership effectiveness and teacher performance are more closely associated with professional standards and institutional practices rather than demographic characteristics. Overall, the gender distribution provides important contextual insight into the workforce composition, while reinforcing that shared leadership and performance outcomes are shaped primarily by organizational and professional factors.

In addition, the demographic profile of sampled teachers in terms of their highest degree attained was also identified and presented below using tabular presentation.

Table 1.2. Demographic Profile in terms of Highest Degree Attained

Category	Frequency	Percentage
Bachelor's Degree	138	86.79%
Master's Degree	21	13.21%
Doctorate's Degree	-	-
Total	159	100.00%

Table 1.2 presents the distribution of respondents according to their highest degree attained. The majority of teachers (86.79%) held a bachelor’s degree, while 13.21% possessed a master’s degree. No respondents reported having completed a doctoral degree. This distribution indicates that most teachers in Glan 4 District are at the foundational level of academic qualification, with limited representation of advanced postgraduate training.

Academic qualification is an important indicator of professional preparation and may contribute to instructional competence and leadership participation. Teachers with graduate-level education are often more engaged in professional development and collaborative leadership practices due to expanded pedagogical knowledge and professional exposure (Olawale, 2023; Wiens et al., 2024). However, academic attainment alone does not fully determine performance outcomes, which are also influenced by institutional support, professional experience, and organizational context.

The limited proportion of teachers with advanced degrees highlights an opportunity for strengthening professional development through postgraduate education. At the same time, including educational attainment as a grouping variable allows for examining whether academic qualification is associated with differences in perceptions of shared leadership and performance outcomes within the district. This provides important context for interpreting leadership engagement and professional growth capacity among teachers.

Moreover, Table 1.3 determined and summarized below the teacher’s plantilla positions.

Table 1.3. Demographic Profile in terms of Plantilla Positions

Category	Frequency	Percentage
Teacher I-III	156	98.11%
Master Teacher I-II	3	1.89%
Total	159	100.00%

Table 1.3 presents the distribution of respondents according to plantilla position. The majority of teachers (98.11%) were classified under Teacher I–III, while only 1.89% held Master Teacher I–II positions. This indicates that the teaching workforce in Glan 4 District is largely composed of entry- to mid-level educators, with minimal representation from senior teaching ranks.

Plantilla position reflects professional advancement, instructional experience, and leadership responsibility within the school system. Teachers occupying higher ranks, such as Master Teachers, typically assume mentoring roles and contribute more actively to instructional leadership and school improvement initiatives (Leithwood, 2021). Their professional experience and leadership involvement may shape both their engagement in governance processes and their perceptions of shared leadership practices (Skaalvik & Skaalvik, 2020).

The predominance of Teacher I–III positions suggests that shared leadership practices in the district primarily involve teachers who are still developing leadership capacity. This highlights the importance of strengthening distributed leadership structures to provide opportunities for leadership engagement across career stages. Including plantilla position as a grouping variable is therefore essential in examining whether professional rank influences perceptions of leadership and performance outcomes.

### Level of Shared Leadership and Governance Among School Heads as Perceived by The Teachers

This study assessed the level of shared leadership and governance among school heads as perceived by teachers in Glan 4 District. It examined four key dimensions: mission, vision, and goals; school culture; shared responsibility; and leadership practices, which collectively represent Domain 1 of shared leadership and governance. These dimensions provide a comprehensive view of how leadership is distributed and practiced within the schools.

Table 2.1 presents the findings on the level of shared leadership and governance, specifically in terms of mission, vision, and goals.

Table 2.1. Level of School Heads’ Shared Leadership and Governance as Perceived by The Teachers in Terms of Mission, Vision, Goals

Items	Mean	Description
1. The school has clearly written vision and mission statements.	4.69	Very High
2. Teachers and administrators understand and support a common mission for the school and can describe it clearly.	4.63	Very High
3. If parents are asked to describe the school’s mission, most would be able to describe the mission clearly.	4.06	High
4. If students are asked to describe the school’s mission, most would be able to describe the mission generally.	4.14	High
5. School goals are aligned with its mission statement.	4.67	Very High
6. The school uses a school improvement plan as a basis to evaluate the progress it is making in attaining its goals.	4.69	Very High
7. Teachers and administrators collectively establish school goals and revise goals annually.	4.54	Very High
8. The school’s curriculum is aligned with the state’s academic standards.	4.67	Very High
9. Teachers and administrators have high expectations for students’ academic performance.	4.59	Very High
10. Teachers and administrators share accountability for students’ academic performance.	4.61	Very High
Overall Mean	4.53	Very High

Table 2.1 presents the level of shared leadership and governance as perceived by teachers in terms of mission, vision, and goals. The overall mean of 4.53, interpreted as Very High, indicates that mission-driven governance is strongly institutionalized in the schools. This suggests that school heads effectively establish and communicate strategic direction, ensuring alignment between institutional goals, curriculum standards, and improvement planning processes.

The consistently high ratings across indicators reflect a shared understanding of the school’s mission among teachers and administrators, as well as collective accountability for achieving educational goals. These findings indicate that leadership practices support collaborative goal-setting and reinforce organizational coherence through structured planning mechanisms such as the School Improvement Plan. Such alignment is essential in sustaining coordinated efforts toward school improvement and instructional effectiveness.

However, relatively lower ratings in stakeholder awareness, particularly among parents and students, suggest that broader engagement in understanding and internalizing the school’s mission may require further strengthening. While governance structures appear well-established internally, expanding stakeholder participation could enhance collective ownership and reinforce shared accountability.

Overall, the findings demonstrate strong leadership capacity in aligning institutional vision with operational practices. This supports existing literature emphasizing the importance of clearly defined goals and participatory governance in promoting effective school leadership and organizational performance (Carter, 2023; Lewin, 1939).

Table 2.2 represents the level of shared leadership and governance among school heads as perceived by teachers in terms of School Culture.

Table 2.2. Level of School Heads’ Shared Leadership and Governance as Perceived by The Teachers in Terms of School Culture

Items	Mean	Description
1. School and district resources are directed to those areas in which student learning needs to improve most.	4.47	Very High
2. The school is a learning community that continually improves its effectiveness, learning from both successes and failures.	4.58	Very High
3. There is a high level of mutual respect and trust among the teachers and other professional staff in the school.	4.51	Very High
4. There are mutual respect and trust between the school administration and the professional staff.	4.50	Very High
5. The school administrator(s) welcome professional staff members' input on issues related to curriculum, instruction, and improving student performance.	4.59	Very High
6. The school supports using new instructional ideas and innovations.	4.53	Very High
7. The school’s daily and weekly schedules provide time for teachers to collaborate on instructional issues.	4.45	High
8. School professionals and parents agree on the most effective roles parents can play as partners in their child’s education.	4.54	Very High
9. The school clearly communicates the ‘chain of contact’ between home and school so parents know who to contact when they have questions and concerns.	4.48	High
10. The school makes available a variety of data (e.g. student performance) for teachers to use to improve student achievement.	4.58	Very High
Overall Mean	4.52	Very High

Table 2.2 presents the level of shared leadership and governance as perceived by teachers in terms of school culture. The overall mean of 4.52, interpreted as Very High, indicates that a strong collaborative and supportive organizational culture is evident in the schools. This suggests that leadership practices promote trust, professional respect, and active participation among teachers and administrators, which are essential conditions for effective shared governance.

The consistently high ratings across indicators reflect a school environment that values professional input, encourages innovation, and supports continuous improvement. Teachers perceive that school leaders foster open

communication, involve staff in instructional decision-making, and provide access to relevant data to support instructional improvement. These practices contribute to a professional culture characterized by shared responsibility and collective engagement in achieving educational goals.

However, relatively lower ratings in the provision of structured time for collaboration suggest that while collaborative practices are encouraged, formal mechanisms to sustain regular instructional dialogue may require further strengthening. Ensuring dedicated time for collaboration can enhance professional interaction and reinforce distributed leadership practices.

Overall, the findings indicate that school heads effectively cultivate a positive and participatory school culture, which supports teacher engagement and organizational effectiveness. This aligns with existing research emphasizing that trust, collaboration, and inclusive leadership are critical components of sustainable shared leadership and school improvement (Pierro, 2020; Leithwood, 2021).

Table 2.3 presents the level of shared leadership and governance among school heads as perceived by teachers in terms of shared responsibility.

Table 2.3. Level of School Heads’ Shared Leadership and Governance as Perceived by The Teachers in Terms of Shared Responsibility

Items	Mean	Description
1. Decisions to change curriculum and instructional programs are based on assessment data.	4.39	High
2. There is a formal structure in place in the school (e.g., curriculum committee) to provide teachers and professional staff opportunities to participate in school-level instructional decision-making.	4.37	High
3. The principal actively encourages teachers and other staff members to participate in instructional decision-making.	4.52	Very High
4. Professional staff members in the school have the responsibility to make decisions that affect meeting school goals.	4.44	High
5. The school provides teachers with professional development aligned with the school’s mission and goals.	4.48	High
6. Administrators participate alongside teachers in the school’s professional development activities.	4.48	High
7. The principal actively participates in his/her own professional development activities to improve leadership in the school.	4.57	Very High
8. My supervisor and I jointly develop my annual professional development plan.	4.26	High
9. My professional development plan includes activities that are based on my individual professional needs and the school's needs.	4.50	Very High
10. Teachers actively participate in instructional decision-making.	4.52	Very High
Overall Mean	4.45	High

Table 2.3 presents the level of shared leadership and governance as perceived by teachers in terms of shared responsibility. The overall mean of 4.45, interpreted as High, indicates that shared responsibility is generally

practiced within the schools, with leadership encouraging teacher involvement in instructional and professional development processes.

The results suggest that school heads actively promote participatory decision-making and professional collaboration. Teachers perceive that they are encouraged to contribute to instructional decisions, and that professional development activities are aligned with both individual and institutional goals. These practices reflect leadership efforts to distribute responsibility and support continuous professional growth, which are essential components of effective shared governance.

However, comparatively lower ratings in the presence of formal governance structures indicate that participation may be more dependent on leadership initiative than on fully institutionalized systems. While teachers are involved in decision-making and professional planning, strengthening formal mechanisms such as committees and structured collaboration platforms may enhance the sustainability and consistency of shared leadership practices.

Overall, the findings indicate that shared responsibility is evident but may benefit from stronger structural support to reinforce distributed leadership. This supports existing literature emphasizing that formalized participation structures are essential in sustaining collaborative leadership and promoting collective accountability within school organizations (Leithwood, 2021; Lewin, 1939).

Table 2.4 represents the level of shared leadership and governance among school heads as perceived by teachers in the Glan 4 district in terms of leadership practices.

Table 2.4. Level of School Heads’ Shared Leadership and Governance as Perceived by The Teachers in Terms of Leadership Practices

Items	Mean	Description
1. Central office and school administrators work together to determine the professional development activities.	4.45	High
2. The principal is knowledgeable about current instructional issues.	4.59	Very High
3. The principal’s practices are consistent with his/her words.	4.42	High
4. Informal school leaders play an important role in the school in improving the performance of professionals and the achievement of students.	4.52	Very High
5. The school has expanded its capacity by providing professional staff with formal opportunities to take on leadership roles.	4.54	Very High
6. Teachers who assume leadership roles in the school have sufficient school time to permit them to make meaningful contributions to the school.	4.47	High
7. Teachers who assume leadership roles in the school have sufficient resources to be able to make meaningful contributions to the school.	4.36	High
8. Veteran teachers fill most leadership roles in the school.	4.37	High
9. New teachers are provided opportunities to fill some school leadership roles.	4.40	High
10. Teachers are interested in participating in school leadership roles.	4.43	High
Overall Mean	4.45	High

Table 2.4 presents the level of shared leadership and governance as perceived by teachers in terms of leadership practices. The overall mean of 4.45, interpreted as High, indicates that leadership responsibilities are actively

shared and supported within the schools. This suggests that school heads demonstrate instructional competence and promote leadership engagement among teachers, contributing to a collaborative governance structure.

The findings reflect strong leadership capacity in guiding instructional practices and expanding leadership opportunities beyond formal administrative roles. Teachers perceive that school heads are knowledgeable about instructional issues and provide avenues for professional staff to assume leadership responsibilities. This indicates that leadership is not centralized but distributed, allowing teachers to contribute to school improvement and decision-making processes.

However, relatively lower ratings in resource availability and structural support for teacher-leaders suggest that while leadership opportunities are present, strengthening logistical and institutional support may enhance their effectiveness. Ensuring adequate time, resources, and support systems is essential for sustaining meaningful teacher participation in leadership roles.

Overall, the results indicate that leadership practices in the district promote professional empowerment and shared governance. These findings align with research emphasizing that effective instructional leadership and distributed leadership structures contribute to organizational effectiveness by supporting teacher engagement and leadership development (Carter, 2023; Leithwood, 2021).

Table 2.5 indicates the overall level of shared leadership and governance among school heads under its four sub-variables, namely, mission, vision, and goals, school culture, shared responsibility, and leadership practices.

Table 2.5. Summary of the Level of School Heads’ Shared Leadership and Governance as Perceived by the Teachers

Indicators	Mean	Description
Mission, Vision, and Goals	4.53	Very High
School Culture	4.52	Very High
Shared Responsibility	4.45	High
Leadership Practices	4.45	High
Grand Mean	4.49	High

Table 2.5 presents the overall level of shared leadership and governance among school heads as perceived by teachers. The grand mean of 4.49, interpreted as High, indicates that collaborative leadership practices are strongly evident across the schools in Glan 4 District. Among the dimensions, Mission, Vision, and Goals (4.53) and School Culture (4.52) obtained Very High ratings, while Shared Responsibility (4.45) and Leadership Practices (4.45) were rated High.

These findings suggest that school heads demonstrate strong leadership capacity in establishing clear organizational direction and fostering a positive professional environment. The high ratings in mission alignment and school culture indicate that leadership practices effectively promote shared understanding of institutional goals and support collaborative engagement among teachers. While shared responsibility and leadership practices were slightly lower, the consistently high ratings across all dimensions indicate that participatory leadership is actively practiced and supported.

The results reflect the effective implementation of School-Based Management principles, particularly in promoting stakeholder involvement and collaborative decision-making. Such leadership practices contribute to a sense of shared accountability and organizational commitment, which are essential for sustaining school improvement efforts. Overall, the findings indicate that shared leadership and governance are well established within the district, supporting a collaborative and participatory leadership structure consistent with distributed leadership principles (Rosenbach, 2018; Bilal et al., 2019).

**The Rating of Teachers’ Performance based on the Individual Performance Commitment and Review Form (IPCRF)**

This study determined the teacher’s performance based on the Individual Performance Commitment and Review Form (IPCRF) of the teachers, which indicated that the teachers in Glan 4 district had an outstanding performance.

Table 3 represents the rating of teachers’ performance based on the Individual Performance Commitment and Review Form (IPCRF).

Table 3. Rating of Teachers’ Performance Based on Individual Performance Commitment and Review Form (IPCRF)

Rating Scale	Frequency	Percentage	Description
4.50-5.00	96	60.38%	Outstanding
3.50-4.49	59	37.11%	Very Satisfactory
2.50-3.49	4	2.51%	Satisfactory
1.50-2.49	-	-	Unsatisfactory
< 1.49	-	-	Poor
Total	159	100.00%	
Overall Mean		4.57	Outstanding

The overall mean of 4.57, interpreted as Outstanding, indicates a consistently high level of professional performance among teachers in Glan 4 District. The majority of respondents (60.38%) were rated Outstanding, followed by 37.11% who received Very Satisfactory ratings, while only a small proportion (2.51%) were rated Satisfactory. No teachers received Unsatisfactory or Poor ratings.

These results suggest that teachers generally demonstrate strong instructional competence and adherence to professional standards. The predominance of high-performance ratings reflects effective alignment with the Philippine Professional Standards for Teachers (PPST) and indicates that teachers are meeting established expectations for instructional quality and professional practice. This may also reflect the effectiveness of structured performance evaluation systems, such as the RPMS-IPCRF, which provide clear performance indicators and promote accountability (Cruz-González et al., 2021).

However, the concentration of ratings within the upper performance categories indicates limited variability in performance outcomes. This suggests that performance evaluation within the district reflects consistently high standards of professional practice, while also providing an appropriate context for examining the relationship between leadership practices and teacher performance. Overall, the findings indicate a stable and professionally competent teaching workforce, which supports sustained instructional quality and school effectiveness (Baluyos et al., 2020).

**Relationship Between Shared Leadership and Governance Among School Heads and the Teachers’ Performance**

This study identified whether there is a relationship between shared leadership and governance among school heads and the teachers’ performance using Spearman's Rank analysis, in which it was found that the relationship between these two variables was not significant.

Table 4. Significant Relationship Between Shared Leadership and

Governance and the Teachers' Performance

Variables	Mean	$r_s$	p-value	Remarks
Shared Leadership and Governance	4.49	0.042	0.597	Not Significant
Teacher Performance	4.57			

Table 4 presents the relationship between shared leadership and governance and teachers' performance. The results indicate a negligible and non-significant relationship between the two variables ( $r_s = 0.042$ ,  $p = 0.597$ ). Although both shared leadership and governance (mean = 4.49) and teacher performance (mean = 4.57) were rated highly, the correlation analysis suggests that variations in leadership practices were not associated with measurable differences in teacher performance ratings.

The very weak correlation coefficient indicates minimal practical influence of shared leadership on formal performance outcomes within the context of this study. One possible explanation is the restricted variability in IPCRF ratings, as most teachers were evaluated within the Outstanding and Very Satisfactory categories. Such limited variation may reduce the statistical sensitivity of correlation analysis, making it difficult to detect meaningful relationships even if leadership practices contribute indirectly to professional performance.

These findings suggest that teacher performance may be influenced by multiple factors beyond leadership practices alone, including individual competence, motivation, professional experience, and institutional support systems. Previous research has shown that teacher performance is shaped by a combination of personal and organizational factors, such as emotional competence, professional capability, and workplace environment (Rohma et al., 2020; Khassawneh et al., 2022). While some studies have reported positive relationships between leadership and performance (Hartiwi et al., 2020; Princes et al., 2022), the present findings indicate that within a structured accountability system, leadership practices may contribute more to organizational climate and professional engagement than to measurable differences in standardized performance ratings.

Overall, the results highlight the complexity of leadership-performance dynamics, suggesting that shared leadership may function as a supportive organizational condition rather than a direct predictor of formal performance outcomes.

Table 5.1 shows the significant difference between the level of shared leadership and governance among school heads as perceived by the teachers according to their sex.

Table 5.1. Significant Difference in the Level of Shared Leadership and Governance among School Heads as Perceived by the Teachers When Grouped According to Sex

Sex	Mean	Mann-Whitney U	p-value	Remarks
Male	4.50	2099.50	0.337	Not Significant
Female	4.45			

Table 5.1 presents the difference in teachers' perceptions of shared leadership and governance when grouped according to sex. The results show no statistically significant difference between male and female teachers ( $p = 0.337$ ), indicating that sex does not significantly influence how leadership practices are perceived within the district. Although male teachers reported a slightly higher mean score (4.50) than female teachers (4.45), the difference is minimal and does not represent a meaningful variation in perception.

This finding suggests that shared leadership and governance practices are experienced consistently across both male and female teachers, reflecting an inclusive and equitable leadership environment. The similarity in

perceptions indicates that opportunities for participation, collaboration, and leadership engagement are accessible regardless of gender. Such consistency supports the presence of balanced governance structures that promote collective involvement in school decision-making processes.

The results align with research indicating that effective leadership practices foster inclusive professional environments where engagement and collaboration are not constrained by demographic factors (Mistry & Sood, 2022; Kazak, 2022). Overall, the findings suggest that shared leadership in Glan 4 District is implemented in a manner that is perceived uniformly by teachers, reinforcing the equitable distribution of leadership opportunities.

Table 5.2 presents the difference in teachers’ perceptions of shared leadership and governance when grouped according to their highest degree attained.

Table 5.2. Significant Difference in The Level of Shared Leadership and Governance Among School Heads as Perceived by the Teachers When Grouped According to the Highest Degree Attained

Highest Degree Attained	Mean	Kruskal-Wallis	p-value	Remarks
Bachelor’s Degree	4.52	3.789	0.150	Not Significant
Master’s Degree	4.32			
Doctorate Degree	0			

The results show no statistically significant difference across educational qualifications ( $p = 0.150$ ), indicating that academic attainment does not significantly influence how teachers perceive leadership and governance practices in the district. Although teachers with bachelor’s degrees reported a slightly higher mean score (4.52) compared to those with master’s degrees (4.32), the difference was not statistically meaningful.

This finding suggests that shared leadership practices are experienced consistently regardless of teachers’ academic qualifications. While advanced degrees contribute to professional development and may enhance pedagogical knowledge and leadership capacity (Sancar & Deryakulu, 2021), perceptions of leadership appear to be shaped more by organizational practices and leadership behavior than by individual educational attainment. The consistency in responses across qualification levels indicates that leadership and governance structures are implemented uniformly and are accessible to teachers regardless of academic background.

Furthermore, effective leadership environments promote collaborative engagement and professional growth independent of formal educational attainment. Positive teacher-administrator relationships and supportive leadership practices have been shown to play a more direct role in shaping teachers’ professional experiences than academic credentials alone (Kilag & Sasan, 2023). Overall, the findings suggest that shared leadership and governance in the district are perceived similarly across teachers with different educational qualifications, reflecting stable and inclusive leadership practices.

Table 5.3 presents the difference in teachers’ perceptions of shared leadership and governance when grouped according to plantilla position.

Table 5.3. Significant Difference in The Level of Shared Leadership and Governance Among School Heads as Perceived by Teachers When Grouped According to Plantilla Positions

Plantilla positions	Mean	Mann-Whitney U	p-value	Remarks
Teacher I-III	4.49	1.522	0.467	Not Significant
Master Teacher I-II	4.59			

The results indicate no statistically significant difference between Teacher I–III and Master Teacher I–II positions ( $p = 0.467$ ), suggesting that professional rank does not significantly influence how leadership practices are perceived within the district. Although Master Teachers reported a slightly higher mean score (4.59) compared to Teacher I–III (4.49), the difference was not statistically meaningful.

This finding suggests that shared leadership and governance practices are experienced consistently across teachers regardless of professional rank. While plantilla position reflects career progression and expanded professional responsibilities, it does not appear to affect perceptions of leadership engagement or participatory governance. This consistency indicates that leadership practices are implemented in a manner that promotes inclusive participation and equitable access to leadership opportunities.

Although differences in professional rank may influence specific roles and responsibilities within the school, effective shared leadership structures ensure that governance practices are experienced similarly across career levels. This supports the view that collaborative leadership environments promote collective engagement and shared responsibility, regardless of formal designation (Tarraya, 2023). Overall, the findings indicate that shared leadership and governance in Glan 4 District are perceived uniformly across different plantilla positions, reflecting stable and inclusive leadership practices.

Table 6.1 presents the difference in teachers’ performance ratings based on IPCRF when grouped according to sex.

Table 6.1. Significant Difference in the Rating of Teachers’ Performance Based on IPCRF When Grouped According to Sex

Sex	Mean	Mann-Whitney U	p-value	Remarks
Male	4.56	2178.00	0.515	Not Significant
Female	4.58			

The results show no statistically significant difference between male and female teachers ( $p = 0.515$ ), indicating that sex does not significantly influence performance outcomes. Both male (mean = 4.56) and female (mean = 4.58) teachers demonstrated Outstanding performance levels, reflecting consistent professional competence across gender groups.

This finding suggests that teacher performance in the district is determined primarily by professional standards and instructional competence rather than demographic characteristics. The similarity in performance ratings indicates that both male and female teachers are equally capable of meeting the expectations outlined in the Philippine Professional Standards for Teachers and the Results-Based Performance Management System.

These results are consistent with previous research indicating that gender does not significantly affect teachers’ motivation or ability to perform effectively in their professional roles (Comighud & Arevalo, 2021). Furthermore, international educational frameworks emphasize the importance of equitable professional opportunities and support systems, highlighting that teacher effectiveness is shaped by training, institutional support, and professional development rather than gender differences (Bijl et al., 2025). Overall, the findings reflect a professional environment where teacher performance is evaluated consistently and equitably across gender groups.

Table 6.2 presents the difference in teachers’ performance ratings based on IPCRF when grouped according to the highest degree attained.

Table 6.2. Significant Difference in the Rating of Teachers’ Performance Based on IPCRF When Grouped According to the Highest Degree Attained

Highest Degree Attained	Mean	Kruskal-Wallis	p-value	Remarks
Bachelor’s Degree	4.55	5.341	0.069	Not Significant
Master’s Degree	4.68			
Doctorate Degree	0			

The results indicate no statistically significant difference in performance ratings across educational qualification levels ( $p = 0.069$ ). Although teachers with master’s degrees reported a slightly higher mean score (4.68) compared to those with bachelor’s degrees (4.55), the difference was not statistically meaningful.

This finding suggests that teacher performance, as measured by the IPCRF, is primarily evaluated based on professional competencies and instructional effectiveness rather than academic credentials alone. The IPCRF serves as a standardized performance assessment tool designed to measure teachers’ ability to meet professional standards and deliver quality instruction, providing structured feedback for professional improvement (Cadag, 2024).

While advanced academic qualifications contribute to professional development and may enhance pedagogical knowledge, performance outcomes appear to reflect a broader range of factors, including instructional practice, professional engagement, and adherence to institutional standards. Overall, the findings indicate that teachers demonstrate consistently high performance regardless of educational attainment, reinforcing the role of professional competence and performance-based evaluation systems in determining teacher effectiveness.

Table 6.3 presents the difference in teachers’ performance ratings based on IPCRF when grouped according to plantilla position.

Table 6.3. Significant Difference in the Rating of Teachers’ Performance Based on IPCRF when grouped according to Plantilla Positions

Plantilla Positions	Mean	Mann-Whitney U	p-value	Remarks
Teacher I-III	4.57	1.091	0.579	Not Significant
Master Teacher I-II	4.63			

The results indicate no statistically significant difference between Teacher I–III and Master Teacher I–II positions ( $p = 0.579$ ). Although Master Teachers reported a slightly higher mean performance rating (4.63) compared to Teacher I–III (4.57), the difference was not statistically significant.

This finding suggests that teacher performance is consistently maintained across different professional ranks. While plantilla position reflects variations in roles, responsibilities, and leadership expectations, performance ratings appear to be determined primarily by professional competence and adherence to instructional standards rather than formal designation. This indicates that teachers, regardless of rank, are able to meet performance expectations as defined by the IPCRF.

Although higher plantilla positions may involve additional responsibilities such as mentoring and leadership support, performance outcomes remain influenced by multiple factors, including instructional effectiveness, professional engagement, and institutional support (Sittar, 2020). Overall, the results indicate that teacher performance in the district is stable across career levels, reflecting consistent professional standards and evaluation practices.

### Proposed Development Plan

Based on the findings of the study, a Proposed Development Plan was formulated to strengthen shared leadership and governance practices and sustain teachers’ professional excellence in the Junior High Schools of Glan 4 District. Although the results revealed that shared leadership and governance were highly observed and teachers’ performance ratings were generally outstanding, the absence of a statistically significant relationship between the two variables suggests the need for structured and intentional leadership enhancement mechanisms.

Table 7. Proposed Development Plan: To Enhance Leadership Practices and Sustain Teacher Excellence

Key Area	Objectives	Major Activities / Strategies	Persons Involved	Time Frame	Expected Outputs / Outcomes
1. Mission, Vision, and Goals Alignment	Strengthen stakeholder participation in school direction	Conduct participatory mission-vision workshops Integrate school goals into IPCRF Display updated vision boards	School Heads, Teachers, Stakeholders	1st Quarter	Unified and updated mission-vision; teachers' goals aligned with school objectives
2. School Culture Enhancement	Sustain collaboration and trust among school personnel	Team-building and recognition programs Teacher-led innovation sharing	School Heads, Teachers	Every Semester	Stronger teamwork and professional engagement
3. Shared Responsibility	Empower teachers to engage in leadership and decision-making	Form committees and strengthen LACs Involve teachers in planning and budgeting	School Heads, Teacher-Leaders	Quarterly	Institutionalized shared leadership and empowered teachers
4. Leadership Capacity Development	Improve the leadership skills of school heads and teachers	Conduct leadership seminars and mentoring Benchmark with SBM Level IV schools	SDO Officials, School Heads, Teachers	Bi-annual	Competent and confident educational leaders
5. Monitoring and Evaluation	Ensure the sustainability of shared leadership practices	Develop monitoring tools Conduct feedback and evaluation sessions	School Heads, District Supervisor	Continuous	Regular reports and continuous improvement in governance

**Integration of the Theoretical Framework with the Study Findings**

This study examined Participative Leadership Theory (Lewin, 1939) within the context of Philippine public secondary schools. The findings revealed that shared leadership and governance were perceived at high levels

across all domains, while teachers' performance ratings under the IPCRF were predominantly Outstanding. However, no statistically significant relationship was found between shared leadership and teacher performance.

This result suggests a nuanced interpretation of participative leadership within standardized accountability systems. In the Philippine context, teacher performance is assessed through structured indicators under the RPMS and PPST, which may limit variability in evaluation outcomes. Consequently, while collaborative governance practices are evident, their influence may not be directly reflected in formal performance ratings.

Rather than contradicting Participative Leadership Theory, the findings refine its application. Shared leadership may function as an enabling condition that strengthens organizational climate, professional engagement, and collective accountability, even if these effects do not immediately translate into measurable differences in standardized performance metrics. Thus, leadership practices and performance outcomes operate within a complex, policy-driven framework where indirect rather than direct relationships may be more evident.

Overall, the study underscores that sustaining teacher excellence requires alignment between participatory governance, professional development structures, and formal evaluation systems.

### **Limitations of the Study**

This study was conducted within a single district, limiting generalizability. The cross-sectional design precludes causal inference. Additionally, the restricted variability in IPCRF ratings may have attenuated observable relationships. Leadership was measured through perception-based responses, which may be influenced by social desirability bias. Future research may employ longitudinal or mixed-method approaches to address these limitations.

### **CONCLUSION**

This study examined the relationship between shared leadership and governance and teachers' performance in the Junior High Schools of Glan 4 District, Division of Sarangani, during School Year 2022–2023. The findings revealed that shared leadership and governance practices were highly observed across the domains of mission, vision, and goals; school culture; shared responsibility; and leadership practices. At the same time, teachers' performance ratings, as measured by the Individual Performance Commitment and Review Form (IPCRF), were predominantly at the Outstanding level. These results indicate that both collaborative leadership structures and professional performance standards are strongly institutionalized within the district.

However, statistical analysis demonstrated that there was no significant relationship between shared leadership and governance and teachers' performance. This finding suggests that while shared leadership may contribute to fostering a collaborative and supportive school environment, it does not necessarily translate into measurable differences in teacher performance ratings within a structured accountability framework. In the Philippine context, teacher performance is heavily guided by standardized evaluation systems under the Results-Based Performance Management System (RPMS), which may limit variability in performance outcomes regardless of governance practices.

Furthermore, no significant differences were found in shared leadership perceptions and teacher performance when grouped according to demographic variables such as sex, highest degree attained, years of administrative experience, and plantilla position. This indicates that perceptions of governance practices and performance outcomes are relatively consistent across demographic categories, reinforcing the institutional stability of leadership and evaluation systems within the district.

Theoretically, the findings provide a nuanced perspective on Participative Leadership Theory. While the theory posits that collaborative decision-making enhances organizational effectiveness, the results of this study suggest that its influence on performance may be indirect rather than immediate. Shared leadership may strengthen organizational climate, trust, and engagement—factors that support long-term school improvement, but may not directly affect standardized performance metrics.

In conclusion, shared leadership and governance remain vital components of effective school management, particularly in promoting collaboration, professional empowerment, and a positive school culture. However, sustaining teacher excellence requires the integration of participatory leadership with structured professional development initiatives and performance-aligned strategies. The Proposed Development Plan formulated in this study addresses this need by linking governance practices to measurable professional growth mechanisms. Overall, the study contributes empirical evidence to the discourse on leadership-performance dynamics in Philippine public secondary schools and underscores the complexity of translating collaborative governance into quantifiable performance outcomes.

## CONFLICT OF INTERESTS

The authors declared no conflict of interest.

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