

# School Heads' Job Commitment, Leadership Styles and Skills: Its Influence on School Performance

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## RATIONALE

School leadership is an important factor in quality education. Leaders who positively influence their teachers, students, community, and stakeholders may result in high-level students and school performance. Good leadership in schools helps to foster both a positive and motivating culture for staff and a high-quality experience for learners. Leaders at all levels in schools can contribute to this by developing the top skills, styles, and commitment needed by school leaders (Ahmad & Ghavifekr, 2017).

The worldwide research gap in the job commitment, leadership styles, and skills of school heads and their impact on school performance underscores the need for comprehensive studies that explore how different leadership approaches and competencies influence teacher commitment and overall school outcomes across diverse educational settings globally. Existing research has highlighted the significance of leadership in shaping school success, but there is a lack of detailed analysis on how specific leadership styles affect teacher commitment and subsequent school performance (Jamal, 2014). Additionally, there is a call for research that examines the role of emotional intelligence, cultural sensitivity, and adaptive leadership practices of school heads in multicultural and diverse educational environments worldwide. Understanding how leaders navigate cultural complexities, create inclusive environments, and inspire teacher dedication is crucial for fostering positive school climates and enhancing student learning globally (Polat, Arslan & Dincer, 2017).

Furthermore, as eloquently stated by Khan (2019), there is also a challenge in studying the lasting effects of leadership development programs, mentorship initiatives, and continuous professional learning opportunities for school heads on sustaining teacher commitment, motivation, and performance over time. Exploring the impact of ongoing leadership training on enhancing school leadership practices can help identify effective strategies for promoting long-term teacher commitment and driving continuous improvements in school performance on a global scale. However, in the Department of Education, the role of school leaders has changed radically as countries transform their education systems to prepare young people to function in today's world of rapid technological change, economic globalization, and increased migration and mobility. One of the new roles they are being asked to play is to work beyond their school premises so that they can contribute to the success of their school and the entire system. The role, responsibilities, and expectations of school principals make their job challenging, stressful and frustrating. Addressing these challenges is essential for the success of schools in providing high-quality education (Brooks & Sutherland, 2014).

Thus, the researcher would like to evaluate the job commitment and leadership styles and skills of school heads in relation to school performance in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts for the School Year 2024- 2025, and point out the connections of these variables. The researcher would also like to formulate an action plan that can be beneficial to the research participants.

## LITERATURE BACKGROUND

Theories of leadership describe how and why particular people develop to be leaders. They emphasize the actions and character characteristics that folks might adopt for improving their leadership skills. The focus is on the characteristics and behaviors that people can adopt to enhance their leadership ability. According to leaders, strong ethics and high moral standards are essential qualities of a good leader (Storey, 2016). Hence, this study

is anchored on the Behavioral Theory of Leadership, the Contingency Theory of Leadership, the Great Man Theory, Management Theory, Participative Theory, Transformational Leadership, the Side-Bet Theory of Job Commitment, and the Multidimensional Model of Organization.

Subsequently, the Behavioral Theory of Leadership proposed by Dr. Rensis Likert (1958) is one of the learning theories that this study is anchored in. Accordingly, as cited by Chemers (2014), the behavioral leadership theory focuses on how leaders behave and assumes that these traits can be copied by other leaders. Sometimes called the style theory, it suggests that leaders aren't born successful, but can be created based on learnable behavior. Behavioral theories of leadership focus heavily on the actions of a leader.

According to Mason, Griffin and Parker (2014), this theory suggests that the best predictor of leadership success is viewing how a leader act. Action rather than qualities are the focal points of behavioral learning theory. Patterns of behavior are observed and categorized as "styles of leadership" in this theory. Some of the styles of leadership include task-oriented leaders, people-oriented leaders, country club leaders, status-quo leaders, dictatorial leaders, and more. At the end of the day, the actions and actual behaviors of a leader are what define success in this theory.

Mulholland (2019) added that the behavioral theory has many advantages primarily that leaders can learn and decide what actions they want to implement to become the kind of leader they want to be. It allows leaders to be flexible and adapt based on their circumstances. Another great benefit of this leadership style is that it suggests anyone is capable of becoming a leader. Some disadvantages of the behavioral theory are that while it allows flexibility, it does not directly suggest how to behave in certain circumstances.

Additionally, Phillips and Phillips (2016) repeated that a great example of the behavioral theory is looking at a task-oriented leader vs. a people-oriented leader. If there's a problem with a team, a task-oriented leader will look at the process to see if something needs to be adjusted with the workflow. A people-oriented leader will look at the individuals and go right to them, asking what the issue is. Whatever behaviors you choose, the behavioral leadership theory helps leaders focus on their actions and utilize their decisions to be great leaders.

The Contingency Theory of Leadership was proposed by the Austrian psychologist Fred Edward Fiedler (1987). As persuasively quoted by Simha (2022), the contingency leadership theory, sometimes called situational theory, focuses on the context of a leader. These theories look at the situational effects of the success or failure of a leader. A leader's effectiveness is directly determined by the situational context. While a leader's personality is a small factor in their success, the most important factor is the context and situation of the leader. This theory takes the specific leadership styles and suggests that good leaders can adjust their leadership style situationally. It also suggests that it may be best to find the right kind of leader for a specific situation.

Correspondingly, Amanchukwu et al. (2015) underlined that the contingency theory has great advantages, including those leaders can be effective no matter their situational context. However, this theory does have criticism suggesting that there is not enough detail that goes into the context of any situation. Contingency theory focuses on the importance of a situation, but may not focus enough on the psychology of the employees or the company itself. It also may not focus enough on how leadership styles can change over time.

Sampayo and Maranga (2015) underscored that there are internal and external factors that impact a leader and their situation. The type of company, the size of the team, and the innate leadership style of an individual are internal factors. External factors may include the customer's feelings and the marketplace. All of these situations play a factor in the contingency theory.

The Great Man Theory was established in the 19th century by proponents such as historian Thomas Carlyle, who put forth the idea that the world's history is nothing more than a collection of biographies belonging to great men. As forcefully mentioned by Spector (2016), the great man theory of leadership, sometimes called the trait theory, and suggests that good leaders are born. They have innate traits and skills that make them great, and these are things that can't be taught or learned. The trait theory suggests that leaders deserve to be in their position because of their special traits.

Nevertheless, Mouton (2019) articulated that there is a great amount of criticism for the trait theory, mainly that leaders are either born or not, and that there is no work or effort that is needed to be put in you can become a leader. This suggests that social or psychological leaders are predetermined and that leaders are unable to come from the shadows. They are either chosen or not. There is also criticism that most of the traits associated with this theory are inherently masculine, and do not match the real psychology of good leaders.

Alina (2013) cited Abraham Lincoln, Alexander the Great, Queen Elizabeth I, and many others as her examples of the great man theory. These social giants utilized their skills to lead nations. High levels of ambition and determination are usually seen in leaders that appear to bring this theory to life. Today, leaders that climb to the top may view their traits and abilities as part of the “great man” theory. So, leaders can get to their position based on their inherited gifts.

Another theory related to the study is the Management Theory. Frederick Winslow Taylor (2004) was one of the earliest proponents of this theory. Rosenhead et al. (2019) cited that this theory proposed the simplification of jobs. The management theory is sometimes called transactional leadership and focuses on supervision, organization, and group performance. Transactional leadership is a system of rewards and punishments, and transactional leadership is regularly used in business. When employees do something successfully managers reward them. When they fail, they may get punished. Transactional rewards and punishments are given based on the idea that people only do things for the reward. Their psychology does not allow human beings to do things out of goodness, but rather out of the promise of a reward.

Sharma and Jain (2013) eloquently articulated that the management leadership style can be extremely effective. Positive reinforcement is known for working wonders with employees, encouraging and motivating them to succeed. But there is lots of criticism around leadership that is strictly transactional as well. Consequences and punishments can decrease morale in an organization, negatively impacting employees. It can also be seen as a lazy leadership style—rewards and punishments are a relatively simple way to lead employees. A common example of this management style is a leader that offers a cash bonus for employees who meet a goal. Or a leader who makes employees do extra paperwork if they miss a deadline.

Bill Gates (2003) is a well-known example of the Participative Theory. As cited by Akpoviroro et.al (2018), while this theory is still hotly debated, there are many examples of companies that work to incorporate employees more in the decision-making process. In this theory, a leader may have a meeting to ask employees how to solve a particular problem. Participative leadership isn't as common in the corporate world. Sometimes called democratic leadership, this leadership theory suggests that employees be directly involved in decision-making in their organization. The leader simply facilitates a conversation and then takes all the suggestions, and comes up with the best possible action. In this theory, everyone is very involved with decisions for the team and organization, with the leader simply helping direct the charge.

Employees feel more engaged and motivated when they are directly involved in decisions and outcomes for their company. This theory is not without criticism, however—some suggest that this type of style makes leaders appear weak or unnecessary. It is also a criticism that leaders in this theory do not get the best outcomes, because they are too engaged in what people want more than what the company needs (Lumbasi, K'Aol & Ouma, 2016).

In this theory, a leader may have a meeting to ask employees how to solve a particular problem. They encourage employees to be open and honest about their thoughts. They take all the suggestions and meet with other leaders to discuss them. Leaders then make a decision based on input from employees and their decision-making. Employees tend to appreciate this style, though it can be less effective overall (Lam, Huang & Chan, 2015).

Transformational Leadership was proposed by James MacGregor Burns (1977) and is about getting everyone involved in decision-making. As mentioned by Berkovich (2016), this theory seeks to reach the needs of the follower, its aim extends to reaching the higher-level needs through empowerment and inspiration involving people in the process of leading. Thus, transformational leaders are creative, interactive, visionary, empowering, and passionate.

As accentuated by Gomes (2014), the Transformational Theory of Leadership focuses on leaders who are mainly concerned about their interactions with others. They are often mentors for employees, scheduling time to talk to them and working to meet their needs. These kinds of leaders are focused on making work enjoyable for as many people as possible, and they want to foster a positive work environment. Relationship-oriented managers often get better results from their employees.

Siangchokyoo et al. (2020) added that employees feel confident in their leader and want to follow them. They are also inspired to be good leaders to others. Mentorship provides great opportunities to foster growth in employees and encourages them to stay at the organization for a longer period.

The Side-Bet Theory of Job Commitment was proposed by Becker (1960). As quoted by Joarder et al. (2020), job commitment, is considered a disposition to engage in "consistent lines of activity" as a result of the accumulation of "side-bets" that would be lost if the activity were discontinued. He further added that the consistent line of activity refers to maintaining membership (i.e., employment) in the organization.

Generally, as articulated by Gabay-Mariani (2020), it has been used to refer to anything of value the individual has invested (e.g., time, effort, money) that would be lost or deemed worthless at some perceived cost to the individual if he or she were to leave the organization. Such investments might include contributions to pension plans, development of teaching/research skills or status, use of school benefits such as reduced mortgage rates, etc. The perceived cost of leaving may be exacerbated by a perceived lack of alternatives to replace or make up for the foregone investments.

Moreover, Georges (2020) headlined that it is the threat of loss that commits the person to the organization. In the school system, it explains why teachers engage in what he called a "consistent line of activity". According to this theory, school heads' full involvement in social organizations either consciously or unconsciously make various kinds of "side bets" or investments, which are accumulated over time to restrain their future behaviors.

Meanwhile, Meyer and Allen's (1991) Multidimensional Model of Organization is another theory related to the job commitment of school administrators. As passionately asserted by Gade (2017), job commitment in an organization, could be viewed in three major dimensions: continuance commitment; normative commitment; and affective commitment. According to this model, affective commitment has been reviewed to mean an employee's emotional attachment to, identification with, and involvement in the organization, while continuance commitment has been considered to deal with one's awareness of the material and psychological costs associated with staying/leaving the present organization. The normative component indicated an employee's ideology or a sense or feeling of obligations towards the organization and the individual's moral belief that it is right and moral to continue with the organization.

Consequently, Karrasch (2017) indicated that in the school system today, teachers' job commitment can be conceptualized to mean their willingness to continue working in the school system because they cannot afford to do otherwise, probably because there exists an alternative (Continuance Commitment). Here it could be linked that if a school leader has worked for several years in the school system, he tends to accumulate experience over time, job effort, and classroom-specific skills which are too costly to lose. When a school administrator feels that he or she does not possess the necessary skills to compete for a job in any other field, then the school heads tend to develop continuance commitment and become more committed to the school system because of the limited opportunities and alternatives out there.

The right to high-quality education at all levels is guaranteed by and promoted by the Philippine Constitution of 1987. Article XIV, Section 5, Paragraph 4 emphasizes that "the state shall enhance the right of teachers to professional development," while Article IV, Section 1 of the constitution states that "the state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make each education accessible to all."

The educational institution's crucial role in achieving this goal is outlined in section 3(2) of Article XIV of the 1987 Constitution, which states that all educational institutions are responsible for fostering moral character development and personal discipline as well as strengthening ethical and spiritual values.

School heads are teachers too, they must be duly licensed, have a good reputation, hold high moral standards, and be technically and professionally competent to practice their noble profession, according to the Code of Professional Ethics for Teachers and School Officials (Article II, Section II). They must also strictly adhere to, observe, and put into practice this set of ethical and moral principles, standards, and values. It also outlines how teachers should interact with the community, the teaching profession, the students, and the parents. This code implies that teachers must behave with the utmost professionalism to effectively guide students' behavior and present the best possible impression of themselves to the community (Caslib, 2014).

The Enhanced Basic Education Act of 2013, also known as Republic Act 10533, was passed in response to the need for time-sensitive quality education on par with the rest of the world. The law requires that the nation's basic education be fully improved and extended. Area coordinators and other instructional school leaders are required to attend workshops and training, according to Section 7 Subsection C, to improve their abilities in their positions as academic, administrative, and community leaders. They can satisfy the demand for qualified teachers and school administrators with them (Molomolo, 2018).

These provisions of this law are in line with the R.A 9155 which is known as the "Governance of Basic Education Act of 2011", which provides the overall framework for school head empowerment within the context of local accountability. Necessarily, this provision involves school heads' training to develop and enhance their skills and competencies needed for school-based management with an emphasis on instructional leadership (Molo & Molo, 2022).

This law provided the overall framework for (1) school head empowerment by strengthening their leadership roles and (2) school-based management within the context of transparency and local accountability. The goal of basic education is to provide the school-age population and young adults with skills, knowledge, and values to become caring, self-reliant, productive, and patriotic citizens (Songcayawon et al., 2022).

The law precisely defined how the school principal had to carry out his responsibilities. It is expected that one's leadership qualities would be put to the best possible advantage. The legislation's attainment of high-quality learning outcomes also allows school leaders the authority to direct instructors and pupils. School heads must also have authority, responsibility, and accountability (AURA) in managing all school matters following national educational policies, plans, and standards as stipulated in the said RA 9155. As a result, the quality of the school's head determines whether it succeeds or fails (Villanueva et al., 2021).

In 2015, the Department underwent a restructuring of its office functions and staffing. The result of this was the Rationalization Plan for the new organizational structure. The detail of the structure was stipulated in DepEd Order No. 52, s. 2015, also known as the New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education. One of the drastic restructurings came with the creation of the School Effectiveness Division within the Bureau of Human Resource and Organizational Development. The new division was given the task of overseeing the Enhanced School Improvement Planning Process and all school-based management reforms (Haris & Ancho, 2020).

Though the goal of these restructuring and processes is to bolster decision-making and autonomy, master teachers and school principals are often unable to satisfy elaborate data collection, analysis, and implementation processes as demanded by the guidelines set by DepEd. Though instructions are explicit, training is provided to school heads, and planning and analysis tools are provided, oftentimes the teachers and school heads do not have the time, resources, or capacity to undertake all steps, resulting in a continuation of previous practices of simply copying and submitting information found on templates rather than deeply engaging with data analysis to support decision-making (Carrascal Jr. & Episcopo, 2020).

DepEd Order No. 24, s. 2022 provides for a strategic framework that includes the four pillars of access, equity, quality, resilience, and well-being of school performance indicators which also provides intermediate outcomes that indicate achievement of these pillars. School performance indicators then serve as a measure of whether these intermediate outcomes are achieved (Duma, 2022).

The Department of Education (DepEd) formulates, implements, and coordinates policies, plans, programs, and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including Alternative Learning Systems (ALS), both public and private. It also provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development as far as school performance is concerned (San Miguel, 2022).

San Miguel and Pascual (2021) pointed out that the effect of school administrators on student progress, teachers' work happiness, and community involvement is still largely unknown. This is because much of the study on school leadership focuses on various incidental effects of school administrators' leadership styles, talents, and dedication to their jobs rather than real student outcomes. As eloquently stated by Chua-Reyes et al. (2022), a high-quality educational environment for students and staff is fostered in schools by effective leadership. By acquiring the essential abilities required of school leaders, leaders at all levels in the educational system may help with this.

In the Philippines, politics and education have been shaped by a long history that has contributed to the country's rich history and diversified cultural landscape. The underlying Filipino values of kinship and community have been tested by periods of Spanish and American colonization, which have also influenced how modern school leadership development and preparation take place in the country (Sutherland & Brooks, 2013).

As indicated by Brooks and Brooks (2022), kinship dynamics, which have long been central to the Filipino notion of self and to how people connect, further frame the role of school leaders in the Philippines. A value system based on both biological and ritual kinship serves as the foundation for the Filipino notion of leadership, which in turn influences leadership practices in both communities and schools. The educational value of decentralization lies in the devolution of authority and responsibility for schools from the central-level administration to the schools themselves. Shifting decision-making to those closest to the school and community leads to decisions that are more responsive to local conditions and needs. If school principals are not prepared for this new level of authority and increased responsibility, then any educational value decentralization may hold is lost (Sutherland & Brooks, 2013).

Alegado (2018) stated that the level of responsibility principals must assume is further compounded by the pressures for improved education quality that already exists in most developing countries like the Philippines. Several developing countries reports near universal access and the levelling of enrolment growth at the primary school level. This increases attention to improving the quality of education.

Brooks and Brooks (2022) in their study revealed that a consequence of this increased attention to quality is that administrators at all levels of the education sector, particularly school principals, need a better understanding of the teaching and learning processes and the actions that are likely to improve the quality of education. Even when resources are available, the problem principals face in improving school quality is knowing which inputs and actions will lead to improved teaching and learning. There is a great need to improve education management at the school level. This need is widely advocated, although least examined as education systems become decentralized.

Alegado (2018) investigated the factors that contribute to principals' sense of capacity for improving school quality under a decentralized system would provide important insights for strengthening education management at the school level. The current study examines the extent to which organizational structures of the decentralized education system contribute to principals' sense of capacity for providing teacher incentives to motivate improved teaching practice in the Philippines.

According to Bush (2020), teaching and learning are improved by effective educational leadership. That notion is not novel nor very contentious. What's less obvious, even after decades of education leadership matters in a world that is always changing, the significance of those impacts in advancing the education of all students, and what the key components of effective leadership are.

As nations overhaul their educational systems to prepare children for life in a time of rapid technological change, economic globalization, and more migration and mobility, the position of school administrators has undergone

a significant adjustment. Working outside the walls of their school is one of the new tasks they are expected to take to support the success of their institution and the overall system (Leithwood, Harris & Hopkins, 2020).

In the same way, Orphanos and Orr (2014) asserted that increased access to school information and increased input into educational decision-making have been demanded by legislators, the corporate community, professional associations, and parents. Principals were seen as change movers in the public eye, despite their historical role as predominantly status quo managers. The literature highlights that without superintendents and principals being actively involved, committed to change, and acting as transformative intellectuals, change is unlikely to occur.

Since they have been instructed to play a bigger role in curriculum and instruction and to be helpful and humanistic with their students, staff, and parents, educational leaders' work is becoming more and more politicized as a result of accountability and education reform demands. According to principals, pressure from perceived demands to perform more, know more, and be more accountable in a volatile climate is a factor in the current educational developments (Heck & Hallinger, 2014).

Similarly, Mintrop (2020) accentuated that leadership is considered an important element of directing process. To get things done by others, managers are required to guide and lead different activities. Leadership is the ability to influence others. The working behavior of the subordinates is influenced by the managers which help in accomplishing the objectives of an organization. There is a dire need for leadership in every organization.

Likewise, Day, Gu and Sammons (2016) affirmed that the quality of leadership plays an important role in the success or failure of an organization. It depends upon the situation; in one situation a leader may be effective whereas, in the other s/he may not be effective. A leader needs to change his leadership style considering the needs of the situation.

Being a school leader can be isolating and stressful work, and leaders frequently find it difficult to get support from their immediate peers because they may feel like they compete with them. The superintendent in a school system sets the tone for principals, who then have an impact on teachers' life (Zepeda, Parylo & Klar, 2017).

Additionally, Garland and Tadeja (2013) asserted that all school leaders are not created to be exactly alike because there is not simply one style that is best for educational leadership. Many varying styles are appropriate in different situations or with diverse groups of people. There are also many different positions in education that require leadership.

Furthermore, Gurr (2015) highlighted that it is not only principals that require leadership skills. Positions such as teacher leaders, team leaders, instructional coaches, and more benefit from these skills. All of these positions require leadership skills, but the styles could be very different depending on the individual and the situation.

This is very true, and a principal's influence over the school climate is immense. Good leaders empower and train others to become leaders. Whatever the leadership style of a school leader, the ultimate goal is the same; a school leader helps teachers and students achieve and perform to the best of their abilities. There are undoubtedly many different ways to reach that goal; however, that is the desired outcome for anyone in an educational leadership position. Leadership styles for education cannot be considered the same as leadership styles for schools, though some of the styles could apply to both. School leadership is much more about people than the bottom line (Shava & Tlou, 2018).

Authoritarian leaders, also known as autocratic leaders, provide clear expectations for what needs to be done when it should be done, and how it should be done. There is also a clear division between the leader and the followers. Authoritarian leaders make decisions independently with little or no input from the rest of the group. For example, if a principal within a school decides for the school without talking to the teachers or getting teacher input, the decision is autocratic. Since the style does not obtain input from the teachers, in secondary schools it is usually not appropriate unless fast action is needed and teacher input is not possible (Purwanto et al., 2019).

Equally important, as indicated by Du, Li and Luo (2020) authoritative leadership is one in which the manager retains as much power and decision-making authority as possible. The manager does not consult employees, nor

are they allowed to give any input. Authoritarian leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. Their research found that decision-making is less creative under authoritarian leadership. It was also found that it is more difficult to move from an authoritarian style to a democratic style than vice versa. Abuse of this style is usually viewed as controlling, bossy, and dictatorial.

According to Zhang and Xie (2017), in this type of leadership style, the leaders determine policies alone and assign tasks to subordinates without consulting with them". They have to carry out his directives without question. Any grumbling about the leader's action or order is met with force.

Moreover, Hogg and Adelman (2013) maintained that autocratic leadership does not allow any group-inspired decisions. The leader decrees what shall be done and those being led have no choice but to accept it. The leader is always aloof from the group. This kind of leadership is commonly called coercive leadership or dictatorship. It is a leadership imposed on the organization.

As pointed out by Duan (2018), the autocratic leadership style is a domineering style of administration where the leader alone dreams, determines, and sets out the policies and also assigns tasks to members without previous consultation with them. Tasks and methods are imposed on members. There is very little real communication if any between the leader and the entire group. The leader issues directives without consideration of any other expert's input first. Once the directives are given, they must be carried out without question, lest there be serious warnings, or possibly dismissal.

Meanwhile, Allafchi (2017) in his study, emphasized that the democratic style of leadership offers the potential to overcome the weaknesses that the other types of leadership tend to develop. A democratic school leader ensures that all members of the school community are involved in the decision-making process – but participation will vary, depending on the context. Students will not participate in every decision and the leader may not always have the last word. In some cases, he may confine himself to facilitating an agreement among the staff or the whole school community, or accept a decision he does not support himself.

In addition, Devi and Subiyantoro (2021) reiterated that leadership and responsibility are shared, and frequently there are leaders of subgroups. The more members of the school community participate in the process – the school leader, the staff, students, housekeepers, office staff, perhaps also parents, and external stakeholders, the clearer the picture of different interests, views, and values will be. The strength of democratic school leadership lies in its potential to produce decisions and solutions that are widely accepted and supported, provided all interests and queries have been taken into account.

Similarly, Terzi and Derin (2016) analyzed that the learning effort required for the different groups in the school community to develop their full participation potential may be quite daunting, but it is rewarding. The school community can develop a democratic school culture with an open and friendly atmosphere. Its members will be more motivated and committed, and formal and informal communication will thrive, both involving the school leader and the school community. Discipline will improve if the students feel responsible for their school as well. The school will achieve higher academic results by accommodating the diversified abilities and talents of its students.

Finally, Hendriks and Karsten (2014) in their study concluded that democratic school leadership, therefore, has strong potential as well as challenges. The more members participate, the more complex the processes of discussion, consensus-building, and decision-making will be. Autocratic shortcuts to efficient decision-making may then seem to offer an attractive alternative. We argue that it is worth the effort to deal with this complexity, as your students should learn how to thrive in ambivalent and unclear situations. Democratically led schools support their societies by educating their students to become citizens who are competent and confident to take part in controversial and dynamic decision-making processes.

On the other hand, Sharma and Singh (2013) described that Laissez-faire leadership is characterized by the lack of clearly defined procedures for decision-making and little involvement by the leader in decision-making processes. Time for discussions is not limited, so the efficiency of decision-making and school management is

poor. On the other hand, the strength of this type of leadership is a low level of aggression and conflicts in the school community.

Additionally, Yang (2015) underscored that the laissez-faire leader is a hands-off leader who allows team members or the group to make decisions and do what they want to do. A good laissez-faire leader will offer a guided type of freedom that provides the group with everything necessary to accomplish the goals but does not directly participate in the decision-making process unless the group requests his/her assistance. This style of leader delegates responsibility for the accomplishment of the objectives, goals, and decision-making to the group or team. Therefore, there is a large amount of trust required in these teams or groups.

As mentioned by Wong and Giessner (2018), in addition to trusting one another, the group also needs to have pride in their work and the dedication to do well on their own. Furthermore, individuals working with the team need to be experienced and the group needs to have resources available for taking action. This style should not be utilized when the group feels insecure about the unavailability of a leader or if the leader does not provide regular feedback to the group.

Subsequently, Khan (2017) accented that transactional leadership focuses on the leader-follower relationship. It is commonly used in education in the relationship between instructors and students. Students are required to complete projects, assignments, or tests and if they perform well, they will be awarded good marks or the ability to pass. This process may be an easy extension of the performance requirements in educational institutions outside the classroom.

After all, as articulated by Parry and Kempster (2014), the transactional approach to leadership, also sometimes referred to as managerial leadership, emphasizes the importance of structure, organization, supervision, performance, and outcomes. The goals and tasks for the group are highly structured, and members are rewarded when they achieve these goals and reprimanded if they miss deadlines.

Congruently, enunciated that a transactional leader is someone who values order and structure. They are likely to command military operations, manage large corporations, or lead international projects that require rules and regulations to complete objectives on time or move people and supplies in an organized way. Transactional leaders are not a good fit for places where creativity and innovative ideas are valued.

Coincidentally, Antonakis and House (2014) stressed that transactional leadership is most often compared to transformational leadership. Transactional leadership depends on self-motivated people who work well in a structured, directed environment. By contrast, transformational leadership seeks to motivate and inspire workers, choosing to influence rather than direct others.

In the meantime, Berkovich (2016) punctuated that transformational leadership creates positive and valuable change in the followers. Transformational leader pays attention to transforming others by helping one another, encouraging, looking after one another, and paying attention to the development organization as a whole. As Gomes (2014) articulates that in the era of competition transformational leadership helps bring positive innovations to the organization.

In the same way, Korejan and Shahbazi (2016) weighted that a transformational leader makes the progress of these changes smoothly by focusing on the enlargement of vision and encouraging the subordinates to pursue that vision. It comprises four scales; inspiration, charisma, intellectual stimulation, and individual consideration. The support of an organization is important for the satisfaction of an employee and leadership behavior and loyalty.

Moreover, the way employees perceive the support of superiors also plays a very important role to obtain the desired outcomes of work. Successful organizations normally have satisfied employees whereas; poor job satisfaction can make an organization crippled. Job satisfaction has a variety of facets. It is influenced by many organizational factors such as salaries, workplace flexibility, job autonomy, job security, and leadership. Within organizations, leaders can adopt appropriate leadership styles leading to job satisfaction, productivity, and

commitment to an employee. Job satisfaction of an employee is concerned with the attitude of the employee toward his/her job as well as toward the organization (Siangchokyoo et al., 2020).

Complementarily, as dwelt by Kwan (2020), in the transformational leadership style, the employees follow a leader who is there to inspire them. Their leader should have a vision and passion. Transformational leaders communicate with their teams. They act and communicate with energy and enthusiasm. There is a close relationship between the leaders and the employees. Transformational leaders depend upon the knowledge and talent of the employees in order to attain the objectives of the organization.

Identically, Price and Weiss (2013) insisted that the success of the organization of the transformational leader relies upon his/her vision. The promotion of his/her vision among the employees is also necessary. Transformational leader should have integrity and if he/she has flaws, their impression on his/her subordinates will be bad. He/she should have integrity and vision so that the employees trust him/her.

Educational leaders play a pivotal role in affecting the climate, attitude, and reputation of their schools. They are the cornerstone on which learning communities' function and grow. With successful school leadership, schools become effective incubators of learning, places where students are not only educated but challenged, nurtured, and encouraged. On the other hand, poor or absent school leadership can undermine the goals of an educational system. When schools lack a strong foundation and direction, learning is compromised, and students suffer (Thompson & Miller, 2018).

Relatively, Kiese Wetter et al. (2013) pinpointed that effective principal influences a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers; ability to identify and articulate school vision and goals; effective allocation of resources; and development of organizational structures to support instruction and learning.

In agreement, Kairys (2018) marked that good leadership skills entail five characteristics: shaping a vision of academic success for all students based on high standards, creating a climate hospitable to education so that safety, a cooperative spirit, and other foundations of fruitful interaction prevail, cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision, improving instruction to enable teachers to teach at their best and students to learn to their utmost, and managing people, data and processes to foster school improvement.

Thereafter, Taylot et al. (2014) pronounced that a visionary leader is driven and inspired by what a school can and must become. He/she can truly define what to achieve over time. A visionary principal does not settle for the status quo. He strives to meet the desired outcomes. He knows the possibilities and he finds ways to address future challenges.

Relatedly, Van Knippenberg and Stam (2014) accented that a visionary leader is clear about what he or she believes and knows is best for children, for their academic, social, and emotional learning. The leader's individual beliefs have developed in collaboration with other stakeholders. A visionary leader develops a vision for the school and supports the staff in making it happen. A vision cannot become a reality without a leader to model the school's beliefs and values to support that vision.

According to Heck and Hallinger (2014), as front-line leaders in schools, principals play an important role in developing the culture of a school. Student success in learning and staff success in teaching can be hindered or aided by the culture that is developed by school leaders. The culture of a school is a mix of the norms, values, attitudes, behaviors, and traditions that define the school; culture develops as people interact and work together. Every school has a culture within which its stakeholders operate. The tone of school leadership helps to determine whether the culture is toxic, indifferent, or focused on growth.

Consubstantially, Mintrop (2020) affirmed that successful school leaders use data, including standardized and school-based assessments, to drive continuous improvement through site-based decision-making for the express purpose of promoting equitable and culturally responsive opportunities for all students. The opportunities that data present are many and the most effective leaders can leverage that data to make strategic decisions to benefit their students. When it comes to data, effective principals try to draw the most from statistics and evidence.

Leadership is focused on vision, motivation, the future, and the teams and people in your school. Management provides systems and processes essential to the smooth day-to-day running of the school. Both leadership and management are essential for successful school development (Day et al., 2016).

Reciprocally, Zepeda et al. (2017) accentuated that school administrators oversee administrative tasks in schools, colleges, or other educational institutions. They ensure that the organization runs smoothly and they also manage facilities and staff. They are capable planners, possess good judgment, and are skilled in handling relations with various people (staff, parents, students, regulatory bodies, and the public). A great School Administrator also has attention to detail and conflict management skills.

As eloquently stated by Stump (2019), effective school leaders build and sustain reciprocal family and community partnerships and leverage those partnerships to cultivate inclusive, caring, and culturally responsive school communities. To build these community networks school leaders must be visible in their schools and community, develop trust and create a sense of transparency and shared purpose with parents, staff, community members, and students.

As asserted by McCaleb (2013), building community among students is the easy part because children are still impressionable and flexible. The heavy lifting in building community is with adults. A school leader can be comprised of a wide array of people with different political beliefs as well as perspectives on students' needs and potential and beliefs about what the school should be striving to achieve and for whom.

In this matter, Lord and Lomicka (2014) highlighted that being a leader means taking responsibility for the success of others. One of the keys to doing well in any profession is living ethically, inside and outside of work. The only way for a leader to demonstrate the importance of ethics to others and the organization is to teach by example. For education leaders, the goal is to promote fair and equitable access to education resources for everyone, regardless of situation or background. Achieving this goal requires creating an ethical climate that communicates a sense of values, norms, behaviors, and attitudes built on respect, openness, and fairness.

Currently, Den Hartog (2015) indicated that understanding the importance of ethical leadership in education is the first step to serving as a model for all members of the education community. Ethical leaders acknowledge the complexity of moral situations while staying true to their inner moral compass, which directs them to what is fair, open, and honest. They continually communicate their core values to everyone in the organization and define what ethical behavior means to them using specific examples. Moreover, they understand ethics in the workplace may be new to some people, so they institute ethics training programs and imbue ethics in decisions throughout the organization.

Identically, Johnstal (2013) pointed out that a learned school head gets the respect and admiration of teachers, learners, and other stakeholders when his/her learning is above par. A principal must not only be a step ahead of the teachers but necessarily a mile away. This demands from him/her do more private readings or research and attend more seminars, workshops, and training because he/she needs to gain important information and the skills to utilize such information for the improvement of the school.

In general, Brooks and Chapman (2018) reiterated that a smart school head finds pleasure in valuing the ideas and opinions of intelligent teachers. In an improved and well-managed school, unhealthy competition does not thrive because everyone's point of view is important. A learned school head must also understand the different legal bases of every program, project, and activity even as he/she knows when and how to apply these in daily undertakings. The best leaders, no matter what industry they work in, know they will never know it all. They are humble in their knowledge yet confident in their abilities. They are endlessly curious individuals who never stop questioning, and learning.

Consequently, Gibson (2018) underscored that a school leader must be seen by the students, teachers, and parents. The visibility of a school administrator is a crucial element within their job responsibilities. The level of visibility should be prominent, consistent, and authentic. Every school leader sets standards for the school's culture.

A principal who is often seen on the school premises promotes stability, calmness, and sustainability. It is easy to respond to the needs of the stakeholders when the school head is around. A visible school head should be able to monitor the happenings and the real situation of the school if he/she is often out (Bellé & Cantarelli, 2019).

As harmonized by Zaman et al. (2019), a visible school head may do the following: take the first two hours in the morning to roam around and be aware of what's going on in the school, check and monitor who among the teachers are having or not having classes or who are out, inspect common toilets, water supply, electric lamps, presence of intruders, and communicate with parents and some learners and monitor if learners are staying outside during class hours.

Meanwhile, Ozdem and Sezer (2019) underscored that job commitment is defined as the willingness of an employee to respect the norms, and values and promptly be involved or participate in the affairs of an organization to facilitate the attainment of desired objectives. It is also considered the consciousness of a worker to fully bring in his/her strength, skills, knowledge, and even resources in the pursuit of organizational set goals.

Sharma and Sinha (2015) defined job commitment as the extent to which an employee accepts, internalizes, and perceives his role based on organizational values and goals. It is the strong belief in and acceptance of the organizational goals and values, willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership.

Individuals may become committed to an organization for many reasons: a person may stay with an organization because the organization's values, mission, and goals align with his/her own; another person may stay with the same organization because leaving may impact his/her prestige, benefits, or social networks; yet another may be committed to the organization due to a sense of obligation.

Job commitment is a result of the perception of the benefit associated with staying in and the perception of the cost associated with leaving an organization (Okeke, Nwele & Achilike, 2017). Onukwu (2021) opines that job commitment is also involved in organizational activities. He used the concept of involvement instead of commitment.

Apparently, Meng and Chan (2020) dramatized that job commitment in school is the consciousness of an employee to fully bring in his/her capacity, skills, knowledge, and even resources in the pursuit of the school-set goals. School administrators' commitment to the classroom and school activities is usually seen in their easy acceptance, involvement, and adherence to the school norms, values, objectives, and goals.

Specifically, school administrators' job commitment is the willingness of the school heads to promptly prepare, present, and evaluate instructions, attend meetings, and respond to issues of concern to the academic growth of students, and the school in general, and in providing effective and efficient leadership. It can also be seen in the unlimited involvement and initiative of the school leaders toward the development of the school system.

School performance indicators are increasingly being used to assess the efficacy of American education. Reliance on such indicators is largely the result of a growing demand to hold schools accountable for their performance, defined in terms of outcomes, such as standardized test scores, rather than inputs, such as teacher qualifications, class size, and the number of books in a school's library. Unfortunately, most schools and districts have not developed and implemented entirely suitable performance indicators. Many scholars fear that these indicator/accountability systems could distort the behavior of educators and students, with worse results than when using no indicators at all. It is, therefore, very important to consider the attributes of an acceptable, valid performance indicator system (Orozco et al., 2018).

Likewise, AlMahdawi et al. (2021) affirmed that the set of tests and other measures of outcomes that underlie a performance indicator system must measure the types of skills demanded by society. Otherwise, a high-stakes accountability system could induce educators to design and implement a curriculum that emphasizes skills that are of minimal social value. Many educators believe that many of the standardized multiple-choice tests are flawed because they focus almost exclusively on low-level academic content.

At the same time, Tymms et al. (2014) asserted that school performance indicators are a group of important metrics that may be computed and used to assess the effectiveness of the educational system at various levels. They also act as means for reporting on the state of the educational system to the neighborhood, the nation, and the world.

Analogously, Albert (2016) highlighted that cohort survival rate is the proportion of enrollees at the beginning grade or year who reach the final grade or year at the end of the required number of years of study.

Relatedly, Alampay and Garcia (2019) indicated that the completion rate is the percentage of first-year entrants in a level of education who complete / finish the level following the required number of years of study.

In agreement, Parreño (2019) maintained that the dropout rate or school leavers rate is the proportion of pupils/ students who leave school during the year as well as those who complete the grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/ students enrolled during the previous school year.

Meanwhile, regarding the profile of the school heads, according to Young et al. (2018), school heads' age did not play a significant role or self-evident in performing a job. Therefore, these findings imply that both younger and older leaders are effective in their field.

As mentioned by Abdurahman (2021), there were gender gaps among teachers and school heads. However, she added that it is not clear that the plethora of females in the school heads workforce is worrisome in most circumstances—more female teachers and school heads may even be preferred to the teaching profession.

Harris (2013) in her study had accentuated that those educational administrators oversee the day-to-day functions of schools at every level. They provide leadership in times of crisis and lay out optimistic visions for the future of educational institutions.

Mamola (2020) stressed that a school heads and a teacher may differ in position and designation but they have a common goal which is to become teaching-learning successful. Their duties include assigning homework, grading tests, documenting progress, and school governance. The position or designation of both the school heads and teachers also served as the bread and butter in their day-to-day lives.

Figure 1 presents the Theoretical-Conceptual Framework of the study. The independent variable is the “school performance” and the “school heads’ job commitment” “leadership styles” and “leadership skills” as the dependent variables.

Moreover, this study was based on Behavioral Theory of Leadership, Contingency Theory of Leadership, Management Leadership Theory, Transformational Leadership Theory, and the Side-Bet Theory of Job Commitment. It is also anchored on the 1987 Philippine Constitution, Article IV, Code of Professional Ethics for Teachers and School Officials, Republic Act 10533 which is known as the Enhanced Basic Education Act of 2013, and the Republic Act 9155 or the Governance of Basic Education Act of 2011.

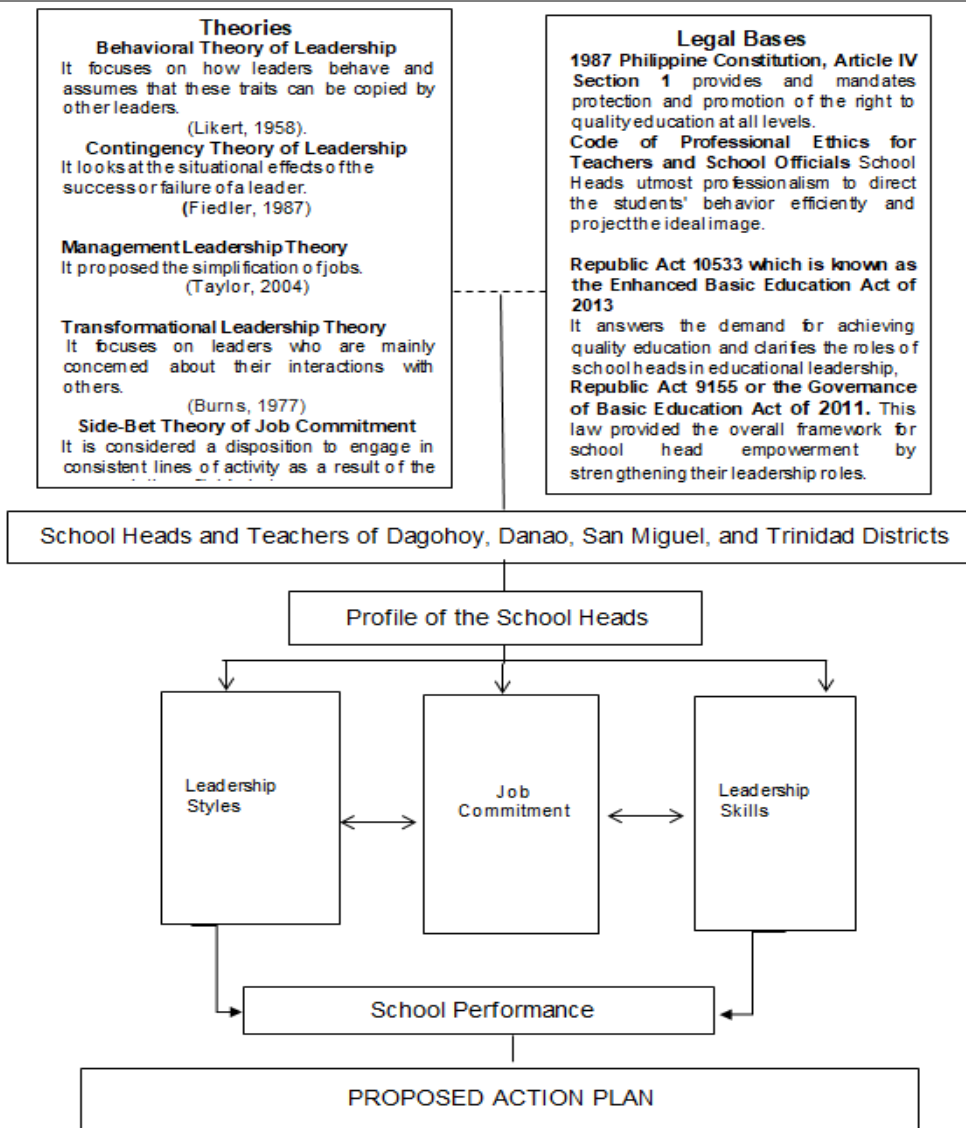


Figure 1. Theoretical and Conceptual Framework of the Study

## The Problem

### Statement of the Problem

The study aimed to determine the relationship between the job commitment, leadership styles, and skills of school heads and its influence to school performance in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts, Division of Bohol of the School Year 2024-2025. The findings served as the basis of proposing an action plan.

Specifically, it sought to answer the following questions:

1. What is the profile of the school heads in terms of:
  - 1.1 age;
  - 1.2. sex;
  - 1.3. position/designation;
  - 1.4. highest educational attainment; and
  - 1.5. experience as school head?

2. What is the level of school heads' job commitment?
  3. What is the perceived leadership style of the school heads in terms of:
    1. autocratic;
    2. laisses faire;
    3. democratic;
    4. transactional;
    5. transformational?
  4. What is the perceived leadership skills of school heads as viewed by both teachers and school heads themselves in terms of:
    - 4.1 teamwork;
    - 4.2 behavior;
    - 4.3 judgment;
    - 4.4 result-oriented;
    - 4.5 organizational skill; and
    - 4.6 oral communication?
  5. What is the school performance in terms of:
    1. completion rate;
    2. graduation rate;
    3. cohort-survival rate;
    4. promotion rate;
    5. drop-out rate; and
    6. repetition rate?
  6. Is there a significant relationship between the profile of the school heads and the following:
    1. perceived job commitment;
    2. perceived leadership styles; and the
    3. perceived leadership skills of the school heads?
  7. Is there a significant relationship between the school performance and the following:
    1. perceived leadership styles; and the
    2. perceived leadership skills of the school heads?
  8. Is there a significant relationship between the perceived leadership styles of school heads as viewed by both teachers and the job commitment of the school heads?
-

9. Is there a significant relationship between the teachers' and school heads' perceived leadership skills and the job commitment among school heads?
10. What action plan could be proposed based on the findings?

### Null Hypotheses

The study was geared towards accepting or rejecting the following null hypotheses.

1. There is no significant relationship between the profile of the school heads and the following:
  - 1.1 perceived job commitment ;
  - 1.2 perceived leadership styles; and the
  - 1.3 perceived leadership skills of the school heads.
2. There is no significant relationship between the school performance and the following:
  - 2.1 perceived leadership styles; and the
  - 2.2 perceived leadership skills of the school heads.
3. There is no significant relationship between the perceived leadership styles of school heads as viewed by both teachers and the job commitment of the school heads.
4. There is no significant relationship between the teachers' and school heads' perceived leadership skills and the job commitment among school heads.

### Significance of the Study

The findings of this study hoped to provide significant information to the following:

**School Principals/Heads.** Being educational leaders and school managers, the results and findings of this study would empower them to become effective and efficient managers of their teacher subordinates through their leadership styles, skills, and job commitment as school leaders.

**Teachers.** As part of the primary respondents, they are hoped to effectively perform their tasks in the teaching-learning process through the leadership styles, skills, and job commitment of the school heads.

**Learners.** They will benefit a lot from the study. They will receive quality instruction with the leadership styles, skills, and job commitment of the school heads.

**Curriculum Makers.** It will give them scientifically validated information on how to help the principals and head teachers under their supervision in managing their respective schools. It enables them to adjust and respond positively to the leadership styles, skills, and job commitment of school heads which ultimately results in better school performance.

**Parents.** This research provides valuable insights that will help parents understand the critical role of school leadership in shaping the educational environment and performance, thereby directly impacting their children's learning and development.

**Future Researchers.** This study hopes for its usefulness to future researchers who will undergo related studies related to the leadership styles, skills, and job commitment of the school heads.

## RESEARCH METHODOLOGY

### Design

The study employed a quantitative descriptive survey design that incorporated survey and documentary analysis methods. Descriptive research aimed to outline the characteristics of the population or phenomenon under investigation, focusing specifically on the attributes of a particular demographic segment. The research was descriptive in nature, utilizing modified and patterned survey questionnaires to gather data on perceived job commitment, leadership styles, and skills of school heads, which facilitated the anticipated findings. Additionally, documentary analysis was utilized to assess school performance.

### Environment and Participants

The Districts of Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) were the locale of the study. DaDaSanTri is one of the Sub-congressional districts in the Second Congressional District in the Province of Bohol.

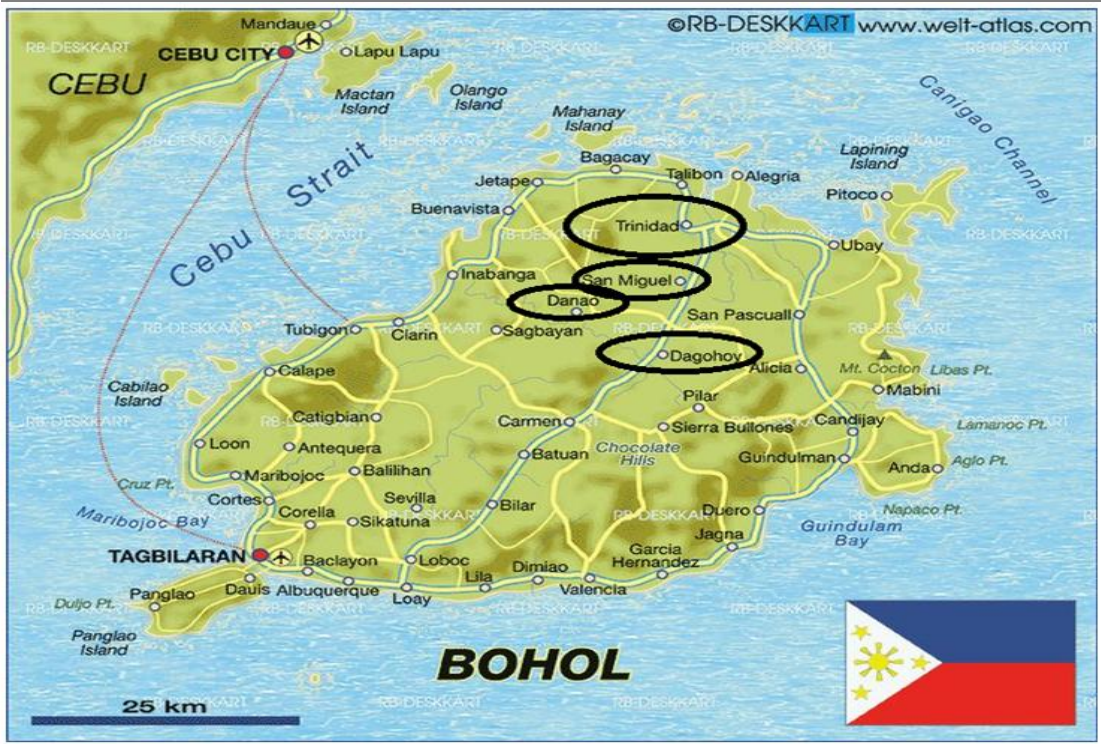
The researcher opted to include public elementary school teachers and school heads from Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts. These participants were purposefully selected. As part of simple random sampling, the researcher considered the following criteria for selecting respondents: (a) currently employed as a public elementary school teachers and school heads in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts, (b) teachers and school heads at the elementary level, and (c) willing to participate in this study as a respondent.

The study included the three hundred (300) public school teachers and fifty (50) school heads in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts as the research participants. School heads who have been leading the school for 2 to 3 years.

Simple random sampling was applied selecting the research participants in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts. According to Nguyen et al. (2021), stratified random sampling is a sampling technique used in research to ensure that subgroups within a population are represented proportionally in the sample. The distribution of respondents is shown in Table A. The map below depicts the locale of the study that are highlighted.

Table A Distribution of Respondents

<b>NUMBER OF RESPONDENTS PER DISTRICT</b>		
<b>District</b>	<b>Teachers</b>	<b>School Heads</b>
Danao	60	10
Dagohoy	60	10
San Miguel	60	10
Trinidad 1	60	10
Trinidad 2	60	10
<b>Total</b>	<b>300</b>	<b>50</b>



Legend: ○ Research Site

Figure 2. Map of Bohol showing the study site

**Instrument**

The instrument was composed of five parts; the profile of the school heads (age, sex, position/designation, highest educational attainment, and teaching experience), perceived job commitment, leadership style and skills of school heads, and the school performance.

Part 2 determined the level of school heads’ job performance. It utilized a modified survey questionnaire from the studies of Koopmans et al. (2015) and Hulpia et al. (2009) which was composed of twenty-four (24) items.

The perceived leadership style of the school heads employed a modified survey questionnaire from leadership styles questionnaire of SAGE Publication. The survey questionnaire was composed of fifty (50) items.

Meanwhile, Part IV dealt with the perceived effectiveness of school administrators’ leadership skills which was composed of forty-four (44) items with teamwork, behavior, judgment, result-oriented, organizational skill, and oral communication as the dimensions. It was a modified survey questionnaire from the study of Pricellas et al. (2016). The questionnaire was in a checklist form wherein the school heads and teachers were made to reflect on their perception on the effectiveness of school heads’ leadership skills using the corresponding weight equivalent of 4,3,2,1 to the different descriptions used as follows:

Scale	Descriptive Interpretation (DI)
3.25-4.00	Highly Skillful
2.50-3.24	Moderately Skillful
1.75-2.49	Less Skillful
1.00-1.74	Not Skillful

To ensure its validity, the researcher-made and the modified survey questionnaire was validated through the validity test. It was pilot-tested to the ten (10) school heads and fifteen (15) teachers in Ubay III District who were not part of the study's respondents. The Cronbach's Alpha was employed in validating the modified tool. The rigorous validation process, including a validity test, pilot testing, and the use of Cronbach's Alpha for reliability testing, reinforces the credibility and quality of the modified and researcher-made and modified survey questionnaire.

On the other hand, the secondary data which were the school performance determined through the following indicators: completion rate, graduation rate, cohort-survival rate, promotion rate, repetition rate, and drop-out rate.

### **Data Gathering Procedure**

The researcher followed the appropriate procedures to obtain approval from the Dean of the School of Advanced Studies, the Campus Director of BISU-Bilar and Official permits from School Heads, District Supervisors of Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts, and the Schools Division Superintendent of the Department of Education were sought upon approval.

To ensure the rigor and accuracy of our findings, the modified and researcher-made survey questionnaire had to undergo comprehensive validity and reliability testing. This process was crucial to confirm that the instrument accurately measures the intended variables and consistently produces reliable results.

The questionnaires were personally distributed to the participants, and the importance of the study was thoroughly explained to them. Ample time was provided to the respondents to answer the questions, the questionnaires were collected. Once the data were gathered, these were compiled, organized, and analyzed using descriptive and inferential statistics to address the specific problems of the study.

### **Statistical Treatment**

To determine the profile (sex, age, position/designation, highest educational attainment, and experience as school heads) of the school heads and the school performance in the public elementary schools in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts, the percentage was utilized.

To determine the respondents' perception on the perceived job commitment, leadership style and skills of school heads, Weighted Mean (WM) was employed.

To determine the school performance, the data was subjected to percentage and standard deviation.

To determine the significant relationship between the profile of the school heads and the perceived job commitment, leadership style and skills of school heads, the data was subjected to Chi-Square test.

To determine the significant correlation between the learners' learning development and the perception perceived job commitment, leadership style and skills of school heads, the Pearson Product Moment Correlation was used.

### **Definition Of Terms**

The definitions that follow explain the parts of the problem and the premises from which they were theoretically and operationally presented.

**Job commitment.** It is the feeling of responsibility that a person has towards the mission and vision of the Department of Education in public schools. When an individual has a job commitment, he or she is more likely to perform tasks and responsibilities that will help a school achieve a goal.

**Leadership Skills.** These are the strengths and abilities individuals demonstrate that help to oversee processes, guide initiatives, and steer their teachers, learners, parents, and the community toward the achievement of goals.

**Leadership Styles.** These refer to the behavioral approach employed by school administrators to influence, motivate, and direct their teachers, learners, parents, and the community. It also determines how administrators implement plans and strategies to accomplish given objectives while accounting for stakeholder expectations and the well-being and soundness of their schools. In this study, these styles are autocratic, democratic, laissez-faire, transactional, and transformational.

**School Heads.** They are the school in-charge/teacher-in-charge, head teachers, and/or principals in the public elementary schools of Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts.

**School Performance.** This refers to the several key indicators that can be computed and utilized for evaluating the education system’s performance at various levels which include completion rate, graduation rate, cohort-survival rate, promotion rate, retention rate, and drop-out rate.

**Presentation, Analysis and Interpretation Of Data**

This chapter provides an overview, analysis, and interpretation of the data, which includes the demographic profiles of school heads as well as the relationships between their job commitment, leadership styles, and skills, and how these factors influence school performance.

**Table 1** displays the profiles of the school heads. Regarding sex, forty-two (42), representing 84.00%, were female, while eight (8) accounting for 16.00%, were male. This suggests a predominance of female leadership within the schools surveyed, highlighting potential trends in sex representation among school heads.

The age profile of the school heads showed that the age group of 41 to 50 years had the highest frequency, with twenty (20) respondents representing 40.00%. In contrast, the age groups of 20 to 30 and 31 to 40 years had the lowest frequency, each with six (6) respondents, or 12.00%. These findings indicate that the majority of school heads fall within the 41 to 50-year age range, suggesting that this group may bring a wealth of experience and maturity to their leadership roles.

Regarding the positions or designations of the school heads, both Head Teacher II and III had the highest frequency, with thirteen (13) representing 26.00%. Conversely, the position of Principal II had the lowest frequency, with only one (1) respondent, or 2.00%. These findings reveal that a significant portion of the school heads hold the positions of Head Teacher II and III, indicating that these roles were more common among the leadership in the schools surveyed.

Table 1 Profile of the School Heads N=50

Category	F	%
<b>1.1. Sex</b>		
Male	8	16.00
Female	42	84.00
<b>1.2. Age</b>		
20-30 years old	6	12.00
31-40 years old	6	12.00
41-50 years old	20	40.00

51-60 years old	18	36.00
60 years old and above	0	0
<b>1.3. Position/Designation</b>		
SIC/TIC	8	16.00
Head Teacher I	10	20.00
Head Teacher II	13	26.00
Head Teacher III	13	26.00
Head Teacher IV	0	0
Head Teacher V	0	0
Principal I	5	10.00
Principal II	1	2.00
Principal III	0	0
Principal IV	0	0
<b>1.4. Highest educational Attainment</b>		
Bachelor Degree Holder	0	0
With Masters' Degree units	14	28.00
Masters' Degree Graduate	20	40.00
With PhD/EdD units	9	18.00
PhD/EdD Graduate	7	14.00
<b>1.5. Experience as a School Head</b>		
10 years and below	44	88.00
11-20 years	6	12.00
21-30 years	0	0
31 years and above	0	0

The findings regarding the highest educational attainment of the school heads indicated that twenty (20) respondents, or 40.00%, held a Master's Degree, while seven (7) respondents, accounting for 14.00%, had completed a PhD or EdD. These results suggest that a significant majority of the school heads have achieved a Master's Degree, highlighting a strong level of advanced education among the School Heads.

Regarding their experience as school heads, forty-four (44) or 88%, have ten years or less of experience, while six (6) representing 12%, have between eleven and twenty years of experience. These findings indicate that a substantial majority of the school heads have relatively limited experience, with 88% having ten years or fewer in their roles. This suggests that many school heads were relatively new to their positions.

Brooks and Chapman (2018) had reiterated that the demographic factors such as sex, age, position/designation, highest educational attainment, and experience affect school heads' leadership styles and job commitment, which in turn influence school performance. Sex may shape leadership dynamics, while age can impact adaptability to modern practices. Different administrative roles bring varying responsibilities that affect engagement with teachers. Educational qualifications are linked to effective leadership, and experience is crucial for refining management strategies. Overall, the research aims to understand these interrelationships to enhance educational leadership strategies.

**Table 2** illustrates the perceived job commitment of school heads as viewed by teachers and school heads themselves. From the perspective of the school heads, the data indicates an average weighted mean of 3.60, which was interpreted as "highly committed." This suggests that most respondents have a positive view of their roles and responsibilities within the school context. Similarly, the teachers' responses show an average weighted mean of 3.31 across all items, also interpreted as "highly committed." These findings reveal that teachers generally possess a strong sense of commitment to their roles, particularly regarding their happiness and satisfaction with the leadership in their school.

Table 2 Respondents' Perception on the School Heads' Level of Job Commitment  $N_1=50$ ;  $N_2=300$

Respondents' Perception	WM	Descriptive Interpretation
School heads	3.60	Highly Committed
Teachers	3.31	Highly Committed
Overall	3.46	Highly Committed

Legend:

Rating Scale	Descriptive Interpretation (DI)	Weighted Mean (WM)
3.25 – 4.00	Highly Committed (HC)	
2.50 – 3.24	Moderately Committed (MC)	
1.75 – 2.49	Less Committed (LC)	
1.00 – 1.74	Not Committed (NC)	

The results being revealed were in agreement with what Ozdem and Sezer (2019) had underscored that school heads who demonstrate high levels of job commitment positively influence teachers' career commitment and job satisfaction. Effective leadership behaviors, such as promoting communication and ensuring a safe environment, are crucial for fostering a supportive atmosphere that enhances teachers' dedication to their roles. Committed school heads are more likely to exhibit effective administrative practices, which correlate with higher levels of teacher work commitment. This includes managing resources, supporting staff development, and maintaining discipline, all of which contribute to a productive school environment.

**Table 3** arrays the leadership styles of school heads as perceived by both teachers and the school heads themselves. According to the teachers, the data shows that the autocratic leadership style received the highest weighted mean of 3.366, categorized as "Highly Practiced." In contrast, the transformational leadership style received the lowest weighted mean of 3.175. These findings suggest that teachers perceive their school heads as predominantly employing an autocratic leadership style, which is characterized by a top-down approach where

decisions were made by the leader with little input from others. This style was viewed as being highly practiced among the school heads. Conversely, the lower rating for transformational leadership indicates that teachers see less emphasis on this style, which focuses on inspiring and motivating staff through a shared vision and collaborative decision-making.

From the viewpoint of the school heads, the data in the table indicates that the transformational leadership style received the highest weighted mean of 3.628, categorized as "Highly Practiced." In contrast, the autocratic leadership style received the lowest weighted mean of 2.902, described as "Moderately Practiced. These findings suggest that school heads view themselves as primarily adopting a transformational leadership style, which emphasizes inspiration, collaboration, and motivating staff toward a shared vision. The high rating for this style indicates that they believe they effectively engage and empower their team members. Conversely, the lower rating for autocratic leadership implies that they perceive this style as being used less frequently, reflecting a preference for a more inclusive approach rather than a directive one. This difference in perception between school heads and teachers highlights varying leadership dynamics within the school environment.

The findings are in accordance with what Purwanto et al. (2019) had pointed that knowing one's leadership style aids in personal development. It allows leaders to identify their strengths and areas for improvement, facilitating better adjustments to various situations. Different leadership styles contribute to the organizational climate. For example, transformational leaders can inspire and motivate teams, leading to increased productivity and morale. Conversely, autocratic leaders may create environments that stifle creativity but can be effective in crisis situations where quick decision-making is necessary.

Table 3 Leadership Styles Practices of the School Head as Perceived by the Teachers and the School Heads Themselves N<sub>1</sub>=50; N<sub>2</sub>=300

Leadership style	Teachers		School heads		Overall	
	WM	D.I	WM	D.I	WM	D.I
Autocratic	3.37	Highly Practiced	2.90	Moderately Practiced	3.14	Moderately Practiced
Democratic	3.35	Highly Practiced	3.57	Highly Practiced	3.46	Highly Practiced
Laissez Fair	3.23	Moderately Practiced	3.30	Highly Practiced	3.37	Highly Practiced
Transactional	3.22	Moderately Practiced	3.40	Highly Practiced	3.31	Highly Practiced
Transformational	3.18	Moderately Practiced	3.63	Highly Practiced	3.41	Highly Practiced

Legend:

**Rating Scale Descriptive Interpretation (DI)**

3.25 – 4.00	Highly Practiced (HP)	1.75 – 2.49	Less Practiced (LP)
2.50 – 3.24	Moderately Practiced (MP)	1.00 – 1.74	Not Practiced (NP)

**Table 4** presents the perceived leadership skills of school heads as viewed by both teachers and school heads themselves. Among the teachers, "Judgment" was rated as "Highly Skillful," achieving the highest weighted mean score of 3.31, while "Oral Communication" received the lowest score of 3.09, also interpreted as "Highly Skillful." From the perspective of school heads, all dimensions were viewed as "Highly Skillful." Here, "Judgment" again had the highest weighted mean at 3.67, categorized as "Highly Skillful," whereas "Results-Oriented" had the lowest weighted mean of 3.54, still interpreted as "Highly Skillful." This indicates that both teachers and school heads have a strong belief in the leadership skills within their environment. Teachers particularly value "Judgment" as a key skill, rating it the highest among various competencies. Although "Oral

Communication" is still seen as highly skilled, it is perceived slightly less so compared to judgment. School heads share a similar positive outlook on leadership skills across all dimensions, with a notable emphasis on judgment again being recognized as a critical skill. However, even the lowest-rated skill, "Results-Oriented," is still regarded as highly skillful, suggesting a generally high level of confidence in leadership capabilities within the school setting.

The findings were consistent with what Thompson and Miller (2018) had asserted that School heads play a critical role in decision-making and management within educational institutions. They are responsible for planning, organizing, and overseeing various aspects of school operations, including academic programs and administrative functions. Their ability to make informed decisions significantly impacts the effectiveness of the school's educational strategies. Strong interpersonal skills are essential for school heads as they help in building relationships with teachers, students, and the community. Effective leaders foster a culture of trust and support, which encourages collaboration and loyalty among staff members. This relational aspect is crucial for maintaining a positive school climate.

Table 4 Respondents' Perception on School Heads' Leadership Skills N<sub>1</sub>=50; N<sub>2</sub>=300

Leadership skills	Teachers		School heads		Overall	
	WM	D.I	WM	D.I	WM	D.I
Teamwork	3.20	Moderately Skillful	3.59	Highly Skillful	3.40	Highly Skillful
Behavior	3.15	Moderately Skillful	3.64	Highly Skillful	3.39	Highly Skillful
Judgement	3.31	Highly Skillful	3.67	Highly Skillful	3.49	Highly Skillful
Result-Oriented	3.30	Highly Skillful	3.54	Highly Skillful	3.48	Highly Skillful
Organizational Skills	3.29	Highly Skillful	3.65	Highly Skillful	3.47	Highly Skillful
Oral Communication	3.09	Moderately Skillful	3.58	Highly Skillful	3.34	Highly Skillful

Legend

**Rating Scale      Descriptive Interpretation (DI)**

3.25 – 4.00      Highly Skillful (HS)

2.50 – 3.24      Moderately Skillful (MS)

1.75 – 2.49      Less Skillful (LS)

1.00 – 1.74      Not Skillful (NS)

**Table 5** provides an analysis of the school performance indicators as a secondary data for the academic year 2023-2024, revealing that the completion rate achieved a mean of 96.90% (standard deviation of 1.50), while the promotion rate recorded a mean of 96.34% (standard deviation of 1.29). The cohort-survival rate was found to be 88.70% (standard deviation of 1.87), indicating strong student retention, whereas the drop-out rate was notably low at 0.96% (standard deviation of 0.76), reflecting effective student engagement and support. Additionally, the retention rate stood at 0.72 (standard deviation of 0.63), suggesting that very few students were retained in the same grade, which may imply effective promotion practices or potential challenges in student progression. Overall, these findings highlight a successful academic year with high completion and promotion rates, alongside low drop-out and retention rates.

The findings were consistent with what AlMahdawi et al. (2021) had affirmed that the analysis of school performance indicators as secondary data was highly relevant for several reasons. Firstly, it provides a systematic approach to evaluate educational outcomes and identify areas for improvement, allowing schools to align their performance metrics with strategic goals effectively. By utilizing performance indicators, educational institutions can assess their strengths and weaknesses, which is crucial for informed decision-making and resource allocation.

Table 5 A Documentary Analysis on the School Performance N=50

Indicators	Mean (%)	Std. Deviation
Completion Rate	96.90	1.50
Graduation Rate	90.74	2.60
Cohort-Survival Rate	88.70	1.87
Promotion Rate	96.34	1.29
Drop-out Rate	0.98	0.76
Retention Rate	0.72	0.63

**Table 6** presents an analysis of the relationship between the profiles of school heads and their leadership skills, styles, and job commitment. The findings indicate that there is no significant association between the respondents' profiles and their leadership skills ( $F=0.434$ ;  $p=0.82$ , critical  $p$  value= $0.05$ ), leadership styles ( $F=0.679$ ;  $p=0.64$ , critical  $p$  value= $0.05$ ), or job commitment ( $F=0.439$ ;  $p=0.82$ , critical  $p$  value= $0.05$ ). Hence, the null hypothesis is accepted.

The results suggest that the characteristics of school heads, such as their demographic or professional background, do not significantly influence their leadership skills, preferred leadership styles, or levels of job commitment. This implies that factors other than the profile of the school heads may play a more critical role in shaping these aspects of their professional behavior.

Table 6 Analysis on the Significant Association Between the Profile of the School Heads and Their Leadership Skills, Styles, and Job Commitment  $N_1=50$ ;  $N_2=300$

Source of Association		Comp F	Comp p value	Critical p value	Interpretation	Decision
Leadership skills	Profile of the School Heads	0.434	0.82	0.05	No Association	Accept $H_0$
Leadership Styles		0.679	0.64	0.05	No Association	Accept $H_0$
Job Commitment		0.439	0.82	0.05	No Association	Accept $H_0$

The findings agreed with Onukwu (2021) had asserted that school heads play a crucial role in shaping the educational environment and influencing the overall performance of schools. Their leadership qualities directly impact teacher satisfaction, student achievement, and the effectiveness of educational programs.

**Table 7** shows the analysis significant relationship between the respondents' leadership style among school heads and school performance.

Table 7 Analysis on the Significant Relationship Between the Respondents' Leadership Styles among School Heads and School Performance  $N_1=50$ ;  $N_2=300$

Source of Relationship		Comp r value	Comp p value	Critical p value	Interpretation	Decision
Completion Rate	Leadership Styles	0.011	0.942	0.05	No relationship	Accept $H_0$
Graduation Rate		0.123	0.394	0.05	No relationship	Accept $H_0$
Cohort-Survival Rate		0.28	0.051	0.05	No relationship	Accept $H_0$
Promotion Rate		0.248	0.083	0.05	No relationship	Accept $H_0$
Drop-out Rate		0.044	0.762	0.05	No relationship	Accept $H_0$
Retention Rate		0.044	0.762	0.05	No relationship	Accept $H_0$

The results indicated no significant relationship between the school heads' leadership styles and the school performance in terms of completion rate ( $r=0.011$ ;  $p=0.942$ ); graduation rate ( $r=0.123$ ;  $p=0.394$ ); cohort-survival rate ( $r=0.280$ ;  $p=0.051$ ); promotion rate ( $r=0.248$ ;  $p=0.83$ ); drop-out rate ( $r=0.044$ ;  $p=0.762$ ); and retention rate ( $r=0.044$ ;  $p=0.762$ ) at critical p value of 0.05. Thus, the null hypothesis is accepted. These results suggest that the leadership styles employed by school heads do not have a statistically significant impact on key performance indicators of the schools they manage. For instance, metrics such as completion and graduation rates show no correlation with how school heads lead, indicating that factors other than leadership style may influence these outcomes.

**Table 8** arrays an analysis of the significant relationship between the leadership skills of school heads and school performance.

Table 8 Analysis on the Significant Relationship Between the Respondents' Leadership Skills among School Heads and School Performance  $N_1=50$ ;  $N_2=300$

Sources of Relationship		Comp r value	Comp p value	Critical p value	Interpretation	Decision
Completion Rate	Leadership Skills	0.092	0.526	0.05	No relationship	Accept $H_0$
Graduation Rate		0.235	0.101	0.05	No relationship	Accept $H_0$
Cohort-Survival Rate		0.055	0.702	0.05	No relationship	Accept $H_0$
Promotion Rate		0.207	0.150	0.05	No relationship	Accept $H_0$
Drop-out Rate		0.143	0.323	0.05	No relationship	Accept $H_0$
Retention Rate		0.017	0.909	0.05	No relationship	Accept $H_0$

The findings reveal that there is no significant relationship between the leadership skills of school heads and various performance metrics, including completion rate ( $r=0.092$ ;  $p=0.526$ ), graduation rate ( $r=0.235$ ;  $p=0.101$ ),

cohort-survival rate ( $r=0.055$ ;  $p=0.702$ ), promotion rate ( $r=0.207$ ;  $p=0.150$ ), drop-out rate ( $r=0.143$ ;  $p=0.323$ ), and retention rate ( $r=0.017$ ;  $p=0.909$ ).

All results were evaluated against a critical  $p$  value of 0.05, leading to the acceptance of the null hypothesis. These results indicate that the leadership skills possessed by school heads do not significantly influence key performance indicators of their schools. For example, metrics such as completion and graduation rates show no correlation with the leadership skills of school heads, suggesting that other factors may play a more crucial role in determining these outcomes.

The findings were consistent with what Brooks and Chapman (2018) had reiterated that leadership skills, such as administrative, interpersonal, and supervisory abilities, correlate with improved teacher performance and overall school effectiveness. Moreover, the ability of school heads to adapt their leadership styles to meet the needs of their schools is crucial. Different situations may require different approaches.

**Table 9** unveils the analysis on the relationship between the leadership styles and the job commitment of the school heads. The results revealed that there is no significant relationship between the school heads' leadership styles and their job commitment as shown in the computed  $r=0.127$ ;  $p=0.38$  at 0.05 critical significant value.

Thus, the null hypothesis is accepted. These results suggest that the leadership styles adopted by school heads do not have a statistically significant impact on their level of job commitment.

Table 9 Analysis on the Relationship Between the Leadership Styles and the Job Commitment of the School Heads  $N_1=50$ ;  $N_2=300$

Source of Relationship	Comp r value	Comp p value	Critical p value	Interpretation	Decision
Job Commitment	0.127	0.38	0.05	No relationship	Accept $H_0$
Leadership Styles					

The findings are in agreement with what Den Hartog (2015) had indicated that the leadership style adopted by school heads directly influences the work environment, which can affect job satisfaction and commitment among teachers.

For instance, transformational leaders who inspire and motivate their staff tend to create a more positive and engaging workplace, leading to higher job commitment levels. Effective leadership styles significantly impact teachers' performance and job satisfaction. School heads who utilize democratic or participative leadership approaches often foster collaboration and trust, which can enhance teachers' commitment to their roles and responsibilities.

**Table 10** illustrates the analysis of the relationship between respondents' perceived leadership skills and job commitment among school heads. The findings indicate that there is no significant relationship between perceived leadership skills and job commitment, as evidenced by a computed correlation coefficient of  $r=0.098$  and a  $p$ -value of 0.50, both assessed against a critical significance level of 0.05. Therefore, the null hypothesis is accepted.

These results suggest that the way school heads perceive their own leadership skills does not significantly influence their level of job commitment. In other words, variations in self-perceived leadership abilities do not correlate with how committed school heads feel toward their jobs. The acceptance of the null hypothesis implies that other factors—potentially including organizational culture, personal motivations, or external influences—may play a more critical role in determining job commitment among school heads, rather than their self-assessment of leadership skills.

Table 10 Analysis of the Significant Relationship Between the Respondents’ Perceived Leadership Skills and the Job Commitment among School Heads  $N_1=50$ ;  $N_2=300$

Source of Relationship	Comp r value	Comp p value	Critical p value	Interpretation	Decision
Job Commitment	0.098	0.50	0.05	No relationship	Accept $H_0$
Leadership Skills					

The results being revealed were in consonance with what Lord and Lomicka (2014) had highlighted that the perceived leadership skills of school heads can impact teachers’ job commitment. When school heads were viewed as effective leaders, it can foster a sense of trust and respect among teachers, leading to increased commitment to their roles and responsibilities. This relationship is crucial as committed teachers are more likely to engage actively in their work, which can enhance overall school performance. School heads who exhibit strong leadership skills are better positioned to motivate their staff.

Reciprocally, Zepeda et al. (2017) accentuated that understanding the relationship between perceived leadership skills and job commitment can inform professional development programs for school heads. By identifying key leadership traits that enhance job commitment, training programs can be tailored to equip school leaders with the necessary skills to improve teacher morale and commitment. The commitment levels of teachers, influenced by the perceived leadership skills of school heads, have a direct correlation with student outcomes. Committed teachers are more likely to innovate in their teaching practices and provide better support for students, which can lead to improved academic performance.

### Proposed Action Plan

To improve school heads' job satisfaction, enhance their leadership styles and skills, and boost overall school performance, a structured action plan is proposed. This plan emphasizes professional development, collaborative practices, and supportive leadership, grounded in the legal frameworks established by the Department of Education (DepEd) regarding training and development.

### Rationale

Job satisfaction among school heads is vital for fostering effective leadership and creating a positive school environment. Research shows that satisfied leaders are more likely to implement successful leadership styles that benefit teachers and students. However, many school heads face challenges that impact their job satisfaction, including inadequate professional development opportunities and limited recognition for their efforts. By addressing these issues through a comprehensive action plan, schools can cultivate an environment that supports school heads, leading to improved leadership effectiveness and enhanced student outcomes.

This action plan is grounded in the recognition that effective leadership is crucial for fostering a positive school environment and improving student outcomes. DepEd's National Educators Academy of the Philippines (NEAP) Professional Development Framework emphasizes the importance of continuous professional growth for school leaders. According to DepEd Order No. 1057, s. 2023, which outlines the alignment of school leadership training with the DepEd Matatag Agenda, there is a clear mandate to enhance the competencies of school heads through structured training programs that support their roles in educational leadership.

The NEAP framework identifies career progression programs designed to build and consolidate the competencies of school leaders at various career stages. These programs focus on developing knowledge, skills, and attitudes aligned with the Philippine Professional Standards for School Heads (PPSSH), ensuring that school leaders are well-equipped to meet the challenges of their roles. Additionally, regular assessments are employed to monitor progress and identify specific professional learning needs, which can directly inform targeted interventions aimed at improving job satisfaction and leadership effectiveness.

Furthermore, by fostering collaborative decision-making processes and creating recognition systems for achievements, this action plan aligns with DepEd's commitment to participatory governance in schools. Involving teachers and other stakeholders in leadership practices not only enhances job satisfaction among school heads but also promotes a culture of shared responsibility for student success.

After the conduct of the study, the findings indicate that both school heads and teachers perceive the level of job commitment among school heads as "Highly Committed." In terms of leadership styles, the autocratic approach is viewed as "Satisfactorily Practiced," while the Democratic, Laissez-Faire, Transactional, and Transformational styles are rated as "Very Satisfactorily Practiced," suggesting a preference for more collaborative leadership methods.

Additionally, school administrators' leadership skills—encompassing teamwork, behavior, judgment, results orientation, organizational skills, and oral communication—are strongly endorsed by both school heads and teachers, indicating a high level of effectiveness in these areas.

Finally, the school performance indicators for the 2023-2024 academic year reflect positive outcomes: high completion rates (96.90%) and promotion rates (96.34%), a strong cohort-survival rate (88.70%), and a low dropout rate (0.96%). The retention rate of 0.72 also points to effective student support and overall positive student engagement and achievement.

The analysis investigated various relationships involving school heads' profiles, leadership skills, styles, job commitment, and school performance. Key findings revealed no significant associations between the profiles of school heads and their leadership skills, styles, or job commitment, leading to the acceptance of the null hypothesis. Additionally, there was no significant relationship between the leadership styles or skills of school heads and key school performance indicators (such as completion rates, graduation rates, cohort-survival rates, promotion rates, dropout rates, and retention rates). Furthermore, the study found no significant connection between leadership styles and job commitment, nor between perceived leadership skills and job commitment. Consequently, the null hypothesis was accepted across all examined relationships.

Based on these findings, the researcher believes that an action plan should be developed to close the gap in the areas that need improvement.

### **Program Description**

This action plan will assist teachers and school heads to positively enhance job satisfaction among school heads, improve their leadership styles and skills, and boost overall school performance

This proposal will compose the following stages for optimum results.

- 1. Planning Stage.** The researcher, in collaboration with peers and the school principal, will assemble for discussions aimed at improving the execution of LAC sessions and in-person seminar workshops. Regular meetings and forums will be arranged to prioritize, enhance, and adjust the findings and recommendations based on the results of evaluations and reviews. It is essential to guarantee that every region receives attention and is not overlooked, highlighting the importance of thorough consideration and inclusivity.
- 2. Implementation Stage.** At this point, the parties involved are anticipated to have established the structure for their implementation plans. Nonetheless, it is crucial to remain receptive to modifications, corrections, and potential unforeseen circumstances that may emerge. Flexibility and adaptability are vital to incorporate any required adjustments and manage unexpected situations that might arise during the implementation phase.
- 3. Evaluation Stage.** The evaluation phase marks the concluding step in assessing the effectiveness and efficiency of the implemented plans. It is during this stage that the progress of the action plan is evaluated and determined.
- 4. Monitoring Stage.** The monitoring phase is crucial in ensuring the sustained success of the implemented

plans. During this stage, the effectiveness of the programs is evaluated and assessed for their long-term impact.

### Program Objectives

The action plan aims to:

1. enhance school heads’ job satisfaction;
2. improve school heads’ leadership styles and skills; and
3. boost school performance.

### Mechanics of Implementation

Upon approval from the members of the examining tribunal, the researcher will arrange a presentation to the Public Schools District Supervisor in Trinidad district, to discuss the purpose and operational details of the action plan. This meeting aims to foster further collaboration and encourage the active participation of all individuals involved. The researcher is open to accepting their valuable suggestions and recommendations to ensure the meaningful and timely implementation of the program.

### Schedule of Implementation

The action plan is designed as a recurring cycle that spans throughout the year. It is scheduled to commence in January 2025 and conclude in April 2025, encompassing a range of activities outlined in different categories. After each implementation phase, a thorough assessment and review will be conducted. The purpose of this evaluation is to utilize the monitoring findings as a roadmap for enhancing any areas that require improvement. By actively addressing these areas, the program can continuously evolve and strive for greater effectiveness.

### Monitoring and Evaluation System

A monitoring and evaluation tool will be created and devised to measure the outcomes of the proposed enhancement program. This tool will serve as a means to assess the program's progress and identify areas for refinement, as deemed necessary. Regular assessments will be conducted to gauge the effectiveness of the program and ensure its continual improvement.

### Proposed Action Plan Matrix

**Time Frame : School Year 2024-2025**

**Proposed Budget : Php 60, 000.00**

Areas of Concern	Objectives	Activities/ Strategies	Persons Involved	Time Frame	Success Indicators	Source of Funds
1.School Heads’ Job Commitment	Enhance school heads’ job commitment through targeted professional development and collaborative practices.	Organizing a comprehensive Professional Development and Collaborative Leadership Program.	PSDS  School Heads  Teachers	January 2025	Enhance school heads’ job commitment through a comprehensive Professional Development and Collaborative	School MOOE  PTA Funds  SEF/LGU

					Leadership Program.	
2. School Heads' Leadership Styles in terms of Autocratic	Strengthen the effectiveness of school heads' autocratic leadership style through targeted training and support mechanisms	Conducting workshops specifically designed to develop skills relevant to autocratic leadership, such as decision-making, crisis management, and effective communication which can help school heads understand when to apply autocratic leadership effectively, particularly in situations requiring quick decision-making or during crises	PSDS  School Heads  Teachers	February 2025	Strengthened the effectiveness of school heads' autocratic leadership style through targeted training and support mechanisms	School MOOE  PTA Funds  SEF/LGU
3. School Heads' Leadership Skills in terms of oral communication	Strengthen the oral communication skills of school heads to improve their effectiveness as leaders.	Organizing workshops that focus on key aspects of oral communication, including clarity, tone, body language, and audience engagement.  Rationale: Workshops can provide school heads with practical techniques for delivering messages effectively and confidently, which is crucial for fostering positive relationships within the school community	PSDS  School Heads  Teachers	March 2025	Strengthened the oral communication skills of school heads to improve their effectiveness as leaders.	School MOOE  PTA Funds  SEF/LGU

4.School Performance	Enhance key school performance indicators such as student achievement, graduation rates, and overall school effectiveness.	Establishing a robust system for collecting and analyzing performance data, including standardized test scores, attendance rates, and student engagement metrics.  Regular data analysis allows for the identification of trends and areas needing improvement, enabling informed decision-making that aligns with best practices in educational leadership	PSDS  School Heads  Teachers	April 2025	Enhanced key school performance indicators such as student achievement, graduation rates, and overall school effectiveness.	School MOOE  PTA Funds  SEF/LGU
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## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the findings analyzed by the researcher, conclusions drawn from the study's results, and recommendations concerning the relationship between the job commitment, leadership styles, and skills of school heads and its influence to school performance. These recommendations serve as a foundation for the proposed action plan.

### Summary Findings

The following findings were drawn from the analysis of the data:

The profile of school heads is characterized by their age, gender, position/designation, highest educational attainment, and experience in their roles. The age distribution revealed that the most common age group among school heads was 41 to 50 years, comprising twenty individuals, or 40.00%. In terms of positions, both Head Teacher II and III were the most frequently held roles, with thirteen individuals each, representing 26.00%. Regarding educational qualifications, twenty school heads (40.00%) possessed a Master's Degree. Additionally, the data showed that a significant majority—forty-four individuals, or 88%—had ten years or less of experience in their role as school heads.

Both the school heads and the teachers perceived the school heads' level of job commitment as "Highly Committed."

The school heads and teachers viewed the autocratic leadership style as "Moderately Practiced." In contrast, the respondents rated the Democratic, Laissez-Faire, Transactional, and Transformational leadership styles as "Highly Practiced."

The school administrators' leadership skills in terms of teamwork, behavior, judgment, result-oriented, organizational skill, and oral communication were perceived by the school heads and the teachers as "Highly Skillful".

The school performance indicators for the 2023-2024 academic year show high completion (96.90%) and promotion rates (96.34%), along with a strong cohort-survival rate (88.70%). The low drop-out rate (0.96%) suggests effective student support, while the retention rate stands at 0.72, indicating overall positive outcomes in student engagement and achievement.

The analysis examined the relationship between the profiles of school heads and their leadership skills, styles, and job commitment. The findings revealed no significant association between the respondents' profiles and their leadership skills, leadership styles, or job commitment. As a result, the null hypothesis was accepted.

The analysis explored the relationship between the leadership styles of school heads and various aspects of school performance. The findings showed no significant relationship between the leadership styles and school performance indicators, including completion rates, graduation rates, cohort-survival rates, promotion rates, drop-out rates, and retention rates. Consequently, the null hypothesis was accepted.

Moreover, the analysis examined the relationship between the leadership skills of school heads and school performance. The findings indicated that there was no significant relationship between the leadership skills of school heads and various performance metrics, such as completion rates, graduation rates, cohort-survival rates, promotion rates, drop-out rates, and retention rates. As a result, the null hypothesis was accepted.

The analysis investigated the relationship between the leadership styles of school heads and their job commitment. The results indicated that there was no significant relationship between these leadership styles and job commitment. Consequently, the null hypothesis was accepted.

The analysis explored the relationship between respondents' perceived leadership skills and job commitment among school heads. The findings revealed no significant relationship between perceived leadership skills and job commitment. As a result, the null hypothesis was accepted.

## Conclusions

Based on the findings of the study, the researcher draws these conclusions.

Both school heads and teachers perceive the commitment of school heads to their jobs as very strong and dedicated. While the autocratic leadership style was considered adequately implemented, other styles—such as Democratic, Laissez-Faire, Transactional, and Transformational—were viewed as being implemented even more effectively. Both groups strongly believe that the leadership skills of school administrators, including teamwork, behavior, judgment, results orientation, organizational skills, and oral communication, are highly effective. The school performance indicators for the 2023-2024 academic year reflect strong student outcomes, characterized by high completion and promotion rates, effective student support indicated by a low dropout rate, and overall positive student engagement and achievement. However, the profiles of school heads do not appear to affect their leadership skills, styles, or job commitment. Furthermore, there is no evidence that the leadership styles and skills of school heads influence key school performance indicators or their job commitment. Ultimately, there is no meaningful connection between how school heads perceive their leadership skills and their commitment to their roles.

## Recommendations

Based on the findings regarding the leadership styles and their perceived effectiveness among school heads, several recommendations can benefit for various stakeholders:

School Heads may embrace a more democratic and transformational leadership style, as these are viewed as more effective than autocratic approaches. They also need to regularly engage with teachers and students to foster collaboration and open communication, ensuring that all voices are heard in decision-making processes which can enhance job commitment and potentially improve school performance indicators.

Teachers may continue to actively participate in leadership discussions and provide feedback on administrative practices. Collaboration with school heads can help align teaching strategies with the leadership vision, ultimately benefiting student outcomes.

Learners may engage with school leadership by sharing insights on their learning experiences. Student feedback can guide school heads in refining their leadership approaches to better meet educational needs.

DepEd Curriculum Makers may consider integrating leadership training into professional development programs for school heads. This training should focus on effective communication, collaboration, and innovative teaching methods that can positively influence student engagement and achievement.

Parents should continue their support to school initiatives by participating in meetings and providing feedback on school policies. Active parental involvement can strengthen the school community and encourage a shared commitment to student success.

Future Researchers may investigate the impact of specific leadership styles on various educational outcomes in different contexts. Further research could explore how leadership training influences the effectiveness of school heads and its correlation with student performance metrics.

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## APPENDIX A

### Research Instrument

Republic of the Philippines

**Bohol Island State University**

**Bilar Campus**

Zamora, Bilar, Bohol

**Vision:** A premier Science and Technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.

**Mission:** To provide quality higher education in the arts and sciences, as well as in the fields; undertake research and development of Bohol and the country.

Questionnaire for the School Heads

Dear School Heads,

I am undergoing research on “**SCHOOL HEADS’JOB COMMITMENT, LEADERSHIP STYLES AND SKILLS: ITS INFLUENCE ON SCHOOL PERFORMANCE**” in partial fulfillment of the requirements for the degree of Master of Arts in Education Major in Educational Management at BISU-Bilar Campus, Zamora, Bilar, Bohol. Because you are more qualified to be a study participant, I chose you as one of the respondents.

In line with this endeavor, I would like to ask your permission that you will answer my questionnaire and participate in the study. Your thoughtful and honest responses will help generate genuine data which are needed in the accomplishment of the study. Your responses will be treated with the utmost confidentiality. Thank you for your cooperation and assistance.

(Sgd) **Fatima D. Polinar, Lpt**

Masterand

### I. Demographic Profile of the School Heads

*Direction: Please check the corresponding box in accordance with your preference as a public school head. Thank you.*

A. Sex:         Male         Female

B. Age:         20- 30         31- 40         41- 50         51- 60         61 above

C. Position/ Designation

- |   |  |
|---|--|
| <input type="checkbox"/> SIC/TIC                      | <input type="checkbox"/> HT V          |
| <input type="checkbox"/> HT I                         | <input type="checkbox"/> Principal I   |
| <input type="checkbox"/> HT II                        | <input type="checkbox"/> Principal II  |
| <input type="checkbox"/> HT III                       | <input type="checkbox"/> Principal III |
| <input type="checkbox"/> HT IV                        | <input type="checkbox"/> Principal IV  |
| <input type="checkbox"/> Others, please specify _____ |  |

**D. Highest Educational Attainment**

- Bachelor Degree Holder
- With units in Master’s Degree
- Masters’ Degree Graduate
- With PhD/EdD units
- PhD/EdD Graduate
- Others, please specify \_\_\_\_\_

**E. Experience as a School Head**

- 10 years and below
- 11 – 20 years
- 21 – 30 years
- 31 years and above

**II. School Heads’ Level of Job Commitment**

*DIRECTIONS: Kindly put a check mark (√) on the box which corresponds to your answer using the following scale:*

Weight	Descriptive Interpretation			
4	Highly Committed (HC)			
3	Moderately Committed (MC)			
2	Less Committed (LC)			
1	Not Committed (NC)			
<b>Statement</b> <i>As a School Head, I...</i>	<b>(HC)</b> <b>4</b>	<b>(MC)</b> <b>3</b>	<b>(LC)</b> <b>2</b>	<b>(NC)</b> <b>1</b>
1. manage to plan my work so that I finished it on time.				
2. keep in mind the work result I needed to achieve.				

3. am able to set priorities.				
4. am able to carry out my work efficiently.				
5. managed my time well.				
6. start new task when my old tasks were completed based on my own initiative,				
7. taken on challenging tasks when they were available				
8. work on keeping my job-related knowledge up-to-date.				
9. work on keeping my work skills up-to-date.				
10. come up with creative solutions for new problems.				
11. take on extra responsibilities.				
12. continually seek new challenges in my work.				
13. actively participate in meetings and/ or consultations.				
14. never complain about minor work- related issues at work.				
15. see no problems at work.				
16. am focus on the positive aspects of situation at work instead of the negative aspects.				
17. avoid talking to colleagues about the negative aspects of my work.				
18. prohibit myself talking to people outside the organization about the negative aspects of my work.				
19. am committed to giving my best in everything I do in school.				
20. take so much pride as part of this school team.				
21. care about the fate of our school.				
22. find out that my values and the organization's values are very similar.				
23. talk to friends about the school as a place where it is great to work				
24. feel really happy to lead this school.				

### III. Perceived Leadership Style of the School Heads

**Direction:** Please take the time to read the statements in the Questionnaire. Consider how much each part of the classroom pertains to you and grade yourself accordingly by checking the corresponding column:

Rating Scale	Descriptive Interpretation (DI)
4	Highly Practiced (HP)

3	Moderately Practiced (MP)				
2	Less Practiced (LP)				
1	Not Practiced (NP)				
<b>Statements Autocratic As a School Head, I...</b>		<b>(HP) 4</b>	<b>(MP) 3</b>	<b>(LP) 2</b>	<b>(NP) 1</b>
1.	upervise the school closely.				
2.	think that the teachers are not doing their teaching job when I am not around.				
3.	give rewards or punishment in order to motivate the teachers to achieve organizational objectives.				
4.	believe that the teachers feel insecure about their works and they need direction.				
5.	am the chief judge of the achievements of the teachers in the school.				
6.	oftentimes give orders and clarify procedures.				
7.	am happy to be spokesperson of our school.				
8.	am always determined to push projects forward and get results.				
9.	am good in organizing people.				
10.	set high standards and expects others to do the same for me.				
<b>A. Laissez Fair As a School Head, I...</b>		<b>(HP) 4</b>	<b>(MP) 3</b>	<b>(LP) 2</b>	<b>(NP) 1</b>
1.	want the teachers to be part of the decision-making.				
2.	provide guidance without too much pressure.				
3.	provide supportive communication.				
4.	help the teachers accept responsibility for completing their works.				
5.	help the teachers in finding their passion in teaching.				
6.	believe that the teachers can be competent and if given a task they can do a good job.				
7.	believe that teachers in school work best when everyone is involved in taking decisions.				
8.	enjoy assigning jobs through committees.				
9.	do not mind how long discussions last, so long as the whole group considers every angle.				

10. believe that group members should abide by formal decisions, so long as they follow proper procedures.				
<b>B. Democratic As a School Head, I...</b>	<b>(HP) 4</b>	<b>(MP) 3</b>	<b>(LP) 2</b>	<b>(NP) 1</b>
1. let the teachers work problems out on their own, especially in complex situations.				
2. require staying out if the way of the teachers as they do their work.				
3. allow the teachers to appraise their own work.				
4. give the teachers complete freedom to solve problems on their own.				
5. allow little input from the teachers because this is what they wanted.				
6. delegate each job or task to the most qualified school staff, which can help improve workplace efficiency.				
7. develop autonomy, self-confidence and productivity among teachers.				
8. provide each individual with all the tools and resources necessary to complete each duty most effectively.				
9. am prepared to provide constructive criticism as needed.				
10. delegate tasks to team members while providing little to no supervision.				
<b>C. Transactional As a School Head, I...</b>	<b>(HP) 4</b>	<b>(MP) 3</b>	<b>(LP) 2</b>	<b>(NP) 1</b>
1. rely on rewards and punishments to achieve optimal job performance from my subordinates.				
2. seek to have subordinates deliver specific results that are articulated and measurable.				
3. stand for specific, measurable, achievable, realistic and time-bound objectives.				
4. evaluate subordinates on whether they meet defined requirements and expected results.				
5. appeal to the self-interest of my subordinates to keep them on track.				
6. aim to follow rules precisely.				
7. encourage efficiency.				
8. favor structure over flexibility.				
9. focus on short-term goals.				
10. involve less personal connection and uses rewards and reprimands.				

D. <b>Transformational</b> <i>As a School Head, I...</i>	(HP) 4	(MP) 3	(LP) 2	(NP) 1
1. inspire positive changes to those who follow me.				
2. take control of the situation by conveying a clear vision of the group's goals.				
3. mark passion for the work.				
4. make the rest of the group feel recharged and energized.				
5. inspire growth in teachers and promotes loyalty to subordinates.				
6. instill confidence to group members.				
7. encourage followers to explore new ways of doing things and new opportunities to learn				
8. keep lines of communication open so that followers feel free to share ideas and so that I can offer immediate recognition of the unique contributions of each teacher.				
9. help teachers experience the same passion and motivation to fulfill goals.				
10. serve as a role model for teachers. Because teachers trust and respect administrators, they emulate these individuals and internalize their ideals.				

#### IV. School Heads Leadership Skills

(Modified from the study of Pricellas, Niez, Nierra & Tubis, 2016).

**Direction:** Please take the time to read the statements in the *Questionnaire*. Consider how much each part of the classroom pertains to you and grade yourself accordingly by checking the corresponding column:

Rating Scale	Descriptive Interpretation (DI)
4	Highly Skillful (HS)
3	Moderately Skillful (MS)
2	Less Skillful (LS)
1	Not Skillful (NS)

Statements <b>Teamwork</b> <i>As a school head, I...</i>	(HS) 4	(MS) 3	(LS) 2	(NS) 1
1. support the ideas and views offered by the teachers and team members to resolve problems and improve student learning.				
2. encourage others to share ideas and opinions regarding improved teaching and learning.				

3. contribute my ideas toward reaching solutions and improving student success.				
4. assist in the operational task of the team.				
5. seek input from team members regarding ideas to improve learning.				
6. assist the team or the school in maintaining the direction needed to complete the tasks.				
7. seek to develop consensus among team members.				
<b>A. Behavior</b> <i>As a school head, I...</i>	<b>(HS) 4</b>	<b>(MS) 3</b>	<b>(LS) 2</b>	<b>(NS) 1</b>
1. interact appropriately and tactfully with people from different backgrounds.				
2. elicit perceptions, feelings and concerns of others.				
3. voice disagreement without creating unnecessary conflict.				
4. anticipate responses of others and acts to reduce negative impact.				
5. communicate necessary information to the appropriate persons in timely manner.				
6. express verbal or non-verbal recognition of feelings, needs and concerns of others.				
7. respond tactfully to others in emotionally stressful situations or in conflict.				
8. take action to divert unnecessary conflict.				
9. respond in a timely manner to others who initiate contact with me.				
<b>B. Judgment</b> <i>As a school head, I...</i>	<b>(HS) 4</b>	<b>(MS) 3</b>	<b>(LS) 2</b>	<b>(NS) 1</b>
1. assign priority issues and tasks within the school's vision for teaching and learning.				
2. exercise caution when dealing with unfamiliar issues and individuals.				
3. avoid reaching quick conclusions and making decisions with limited data.				
4. evaluates information to determine the elements that affect teaching and learning.				
5. communicate a clear learning-related rationale for each decision.				
6. seek additional information about issues and events related to the school and its mission.				

7. use relevant source for data and information to confirm or refute assumptions.				
8. ask follow-up questions to clarify information.				
9. seek to identify causes of problems				
10. establish relationship between issues and events.				
<b>C. Result-Oriented</b> <i>As a school head, I...</i>	<b>(HS) 4</b>	<b>(MS) 3</b>	<b>(LS) 2</b>	<b>(NS) 1</b>
1. take action to move issues toward closure in a timely manner.				
2. take responsibility for implementing initiatives to improve teaching and learning.				
3. determine criteria that indicate a problem or issues are solved.				
4. consider the long-term or short-term implications of a decision on teaching and learning before taking action.				
5. see the big picture related to student learning as the mission of the school.				
<b>D. Organizational Skill</b> <i>As a school head, I...</i>	<b>(HS) 4</b>	<b>(MS) 3</b>	<b>(LS) 2</b>	<b>(NS) 1</b>
1. delegate responsibility to others.				
2. monitor the progress and completion of delegated responsibilities.				
3. develop action plan to achieve goals related to student learning.				
4. monitor progress and modifies plans or actions as needed.				
5. establish timelines, schedules, and milestones.				
6. prepare effectively for meetings.				
<b>E. Oral Communication</b> <i>As a school head, I...</i>	<b>(HS) 4</b>	<b>(MS) 3</b>	<b>(LS) 2</b>	<b>(NS) 1</b>
1. demonstrate effective presentation skills (e.g. opening and closing comments, eye contact, enthusiasm, confidence, rapport)				
2. speak articulately.				
3. use correct grammar.				
4. tailor messages to meet the needs of each unique audience.				
5. clearly present thoughts and ideas in communication with small groups.				
6. clearly present thoughts and ideas in communication one-on-one conversations.				

7. clearly present thoughts and ideas in communication in formal, larger group presentations.				
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**V. School Performance**

Directions: Please indicate the school performance indicator in your school in the school year 2023-2024.

1. completion rate: \_\_\_\_\_
2. graduation rate: \_\_\_\_\_
3. cohort-survival rate: \_\_\_\_\_
4. promotion rate: \_\_\_\_\_
5. drop-out rate: \_\_\_\_\_
6. repetition rate: \_\_\_\_\_

**Thank You For Your Cooperation!**

Republic of the Philippines

**Bohol Island State University**

**Bilar Campus**

Zamora, Bilar, Bohol

**Vision:** A premier Science and Technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.

**Mission:** To provide quality higher education in the arts and sciences, as well as in the fields; undertake research and development of Bohol and the country.

Questionnaire for the Teachers

Dear Fellow Teachers,

I am undergoing research on “**SCHOOL HEADS’JOB COMMITMENT, LEADERSHIP STYLES AND SKILLS: ITS INFLUENCE ON SCHOOL PERFORMANCE**” in partial fulfillment of the requirements for the degree of Master of Arts in Education Major in Educational Management at BISU-Bilar Campus, Zamora, Bilar, Bohol. Because you are more qualified to be a study participant, I chose you as one of the respondents.

In line with this endeavor, I would like to ask your permission that you will answer my questionnaire and participate in the study. Your thoughtful and honest responses will help generate genuine data which are needed in the accomplishment of the study. Your responses will be treated with the utmost confidentiality. Thank you for your cooperation and assistance.

**(Sgd) Fatima D. Polinar, Lpt**

Masterand

**II. School Heads' Level of Job Commitment**

*DIRECTIONS: Kindly put a check mark (√) on the box which corresponds to your answer using the following scale:*

Weight	Descriptive Interpretation				
4	Highly Committed (HC)				
3	Moderately Committed (MC)				
2	Less Committed (LC)				
1	Not Committed (NC)				
<b>Statement</b> <i>My school head...</i>		<b>(HC)4</b>	<b>(MC)3</b>	<b>(LC)2</b>	<b>(NC)1</b>
1. managed to plan his/her work so that she/he finished it on time.					
2. kept in mind the work result he/she needed to achieve.					
3. had been able to set priorities.					
4. had been able to carry out his/her work efficiently.					
5. managed his/her time well.					
6. started new task when the old tasks were completed based on his/her own initiative,					
7. had taken on challenging tasks when he/she was available.					
8. worked on keeping his/her job-related knowledge up-to-date.					
9. worked on keeping his/her work skills up-to-date.					
10. had come up with creative solutions for new problems.					
11. had taken on extra responsibilities.					
12. continually sought new challenges in his/her work.					
13. actively participated in meetings and/ or consultations.					
14. never complained about minor work- related issues at work.					
15. had seen no problems at work.					
16. had been focused on the positive aspects of situation at work instead of the negative aspects.					
17. avoided talking to colleagues about the negative aspects of his/her work.					

18. prohibited himself/herself talking to people outside the organization about the negative aspects of his/her work.				
19. had been committed to giving his/her best in everything he/she does in school.				
20. had taken so much pride as part of this school team.				
21. had cared about the fate of our school.				
22. had found out that his/her values and the organization's values are very similar.				
23. had talked to friends about the school as a place where it is great to work				
24. felt really happy to lead this school.				

### III. Perceived Leadership Style of the School Heads

*Direction: Please take the time to read the statements in the Questionnaire. Consider how much each part of the classroom pertains to you and grade yourself accordingly by checking the corresponding column:*

Rating Scale	Descriptive Interpretation (DI)				
4	Highly Practiced (HP)				
3	Moderately Practiced (MP)				
2	Less Practiced (LP)				
1	Not Practiced (NP)				
<b>Statements Autocratic</b> <i>As a teacher, my school head...</i>		<b>(HP) 4</b>	<b>(MP) 3</b>	<b>(LP) 2</b>	<b>(NP) 1</b>
1. supervises closely.					
2. thinks that I am not doing my teaching job when he/she is not around.					
3. gives rewards or punishment in order to motivate me to achieve organizational objectives.					
4. believes that I feel insecure about my work and I need direction.					
5. is the chief judge of the achievements of the teachers in the school.					
6. oftentimes gives orders and clarify procedures.					
7. is happy to be spokesperson of our school.					
8. is always determined to push projects forward and get results.					
9. is good in organizing people.					
10. sets high standards and expects others to do the same for him/her.					

A. <b>Laissez Fair</b> <i>As a teacher, my school head...</i>	<b>(HP) 4</b>	<b>(MP) 3</b>	<b>(LP) 2</b>	<b>(NP)1</b>
1. wants us to be part of the decision-making.				
2. provides guidance without too much pressure.				
3. provides supportive communication.				
4. helps us accept responsibility for completing our works.				
5. helps us in finding our passion in teaching.				
6. believes that I can be competent and if given a task I can do a good job.				
7. believes that teachers in school work best when everyone is involved in taking decisions.				
8. enjoys assigning jobs through committees.				
9. does not mind how long discussions last, so long as the whole group considers every angle.				
10. believes that group members should abide by formal decisions, so long as they follow proper procedures.				
B. <b>Democratic</b> <i>As a teacher, my school head...</i>	<b>(HP) 4</b>	<b>(MP) 3</b>	<b>(LP) 2</b>	<b>(NP) 1</b>
1. let the teachers work problems out on their own especially in complex situations.				
2. requires staying out if of the way of the teachers as they do their work.				
3. allow the teachers to appraise their own work.				
4. gives followers complete freedom to solve problems on their own.				
5. allows little input from her/him because this is what the teachers wanted.				
6. delegates each job or task to the most qualified employee, which can help improve workplace efficiency.				
7. develops autonomy, self-confidence and productivity among ourselves.				
8. provides each individual with all the tools and resources necessary to complete each duty most effectively				
9. is prepared to provide constructive criticism as needed.				
10. delegates tasks to team members while providing little to no supervision.				

<b>C. Transactional</b> <i>As a teacher, my school head...</i>	<b>(HP) 4</b>	<b>(MP) 3</b>	<b>(LP)2</b>	<b>(NP)1</b>
1. relies on rewards and punishments to achieve optimal job performance from their subordinates.				
2. seeks to have subordinates deliver specific results that are articulated and measurable				
3. stands for specific, measurable, achievable, realistic and time-bound objectives.				
4. evaluates subordinates on whether they meet defined requirements and expected results.				
5. appeals to the self-interest of their subordinates to keep them on track.				
6. aims to follow rules precisely				
7. encourages efficiency.				
8. favors structure over flexibility.				
9. focuses on short-term goals				
10. involves less personal connection and uses rewards and reprimands.				
<b>D. Transformational</b> <i>As a teacher, my school head...</i>	<b>(HP) 4</b>	<b>(MP)3</b>	<b>(LP)2</b>	<b>(NP)1</b>
1. inspires positive changes to those who follow				
2. takes control of the situation by conveying a clear vision of the group's goals.				
3. marks passion for the work				
4. makes the rest of the group feel recharged and energized.				
5. inspires growth in teachers and promotes loyalty to subordinates.				
6. instills confidence in group members				
7. encourages followers to explore new ways of doing things and new opportunities to learn				
8. keeps lines of communication open so that followers feel free to share ideas and so that leaders can offer immediate recognition of the unique contributions of each follower.				
9. helps teachers experience the same passion and motivation to fulfill these goals.				
10. serves as a role model for followers. Because followers trust and respect the leader, they emulate this individual and internalize their ideals.				

#### IV. School Heads Leadership Skills

(Modified from the study of Pricellas, Niez, Nierra & Tubis, 2016).

**Direction:** Please take the time to read the statements in the Questionnaire. Consider how much each part of the classroom pertains to you and grade yourself accordingly by checking the corresponding column:

Rating Scale	Descriptive Interpretation (DI)				
4	Highly Skillful (HS)				
3	Moderately Skillful (MS)				
2	Less Skillful (LS)				
1	Not Skillful (NS)				
<b>Statements A. Teamwork</b> <i>My school head...</i>		<b>(HS) 4</b>	<b>(MS) 3</b>	<b>(LS) 2</b>	<b>(NS) 1</b>
1. supports the ideas and views offered by the teachers and team members to resolve problems and improve student learning.					
2. encourages others to share ideas and opinions regarding improved teaching and learning.					
3. contributes my ideas toward reaching solutions and improving student success.					
4. assists in the operational task of the team.					
5. seeks input from team members regarding ideas to improve learning.					
6. assists the team or the school in maintaining the direction needed to complete the tasks.					
7. seeks to develop consensus among team members.					
<b>B. Behavior</b> <i>My school head...</i>		<b>(HS) 4</b>	<b>(MS) 3</b>	<b>(LS) 2</b>	<b>(NS) 1</b>
1. interacts appropriately and tactfully with people from different backgrounds.					
2. elicits perceptions, feelings and concerns of others.					
3. voices disagreement without creating unnecessary conflict.					
4. anticipates responses of others and acts to reduce negative impact.					
5. communicates necessary information to the appropriate persons in timely manner.					
6. expresses verbal or non-verbal recognition of feelings, needs and concerns of others.					

7. responds tactfully to others in emotionally stressful situations or in conflict.				
8. takes action to divert unnecessary conflict.				
9. responds in a timely manner to others who initiate contact with me.				
<b>C. Judgment</b> <i>My school head...</i>	<b>(HS) 4</b>	<b>(MS) 3</b>	<b>(LS) 2</b>	<b>(NS) 1</b>
1. assigns priority issues and tasks within the school's vision for teaching and learning.				
2. exercises caution when dealing with unfamiliar issues and individuals.				
3. avoids reaching quick conclusions and making decisions with limited data.				
4. evaluates information to determine the elements that affect teaching and learning.				
5. communicates a clear learning-related rationale for each decision.				
6. seeks additional information about issues and events related to the school and its mission.				
7. uses relevant source for data and information to confirm or refute assumptions.				
8. asks follow-up questions to clarify information.				
9. seeks to identify causes of problems				
10. establishes relationship between issues and events.				
<b>D. Result-Oriented</b> <i>My school head...</i>	<b>(HS) 4</b>	<b>(MS) 3</b>	<b>(LS) 2</b>	<b>(NS) 1</b>
1. takes action to move issues toward closure in a timely manner.				
2. takes responsibility for implementing initiatives to improve teaching and learning.				
3. determines criteria that indicate a problem or issues are solved.				
4. considers the long-term or short-term implications of a decision on teaching and learning before taking action.				
5. sees the big picture related to student learning as the mission of the school.				
<b>E. Organizational Skill</b> <i>My school head...</i>	<b>(HS) 4</b>	<b>(MS) 3</b>	<b>(LS) 2</b>	<b>(NS) 1</b>
1. delegates responsibility to others.				
2. monitors the progress and completion of delegated responsibilities.				

3. develops action plan to achieve goals related to student learning.				
4. monitors progress and modifies plans or actions as needed.				
5. establishes timelines, schedules, and milestones.				
6. prepares effectively for meetings.				
<b>D. Oral Communication</b> <i>My school head...</i>	<b>(HS) 4</b>	<b>(MS) 3</b>	<b>(LS) 2</b>	<b>(NS) 1</b>
1. demonstrates effective presentation skills (e.g. opening and closing comments, eye contact, enthusiasm, confidence, rapport)				
2. speaks articulately.				
3. uses correct grammar.				
4. tailors messages to meet the needs of each unique audience.				
5. clearly presents thoughts and ideas in communication with small groups.				
6. clearly presents thoughts and ideas in communication one-on-one conversations.				
7. clearly presents thoughts and ideas in communication in formal, larger group presentations.				

**Thank You For Your Cooperation**

**Appendix B**

**Transmittal Letters**

August 01, 2024

**Casiana P. Caberte Phd, Ceso Vi**

Schools Division Superintendent

Division of Bohol

Tagbilaran City

Madam:

Greetings!

The undersigned SADS student of Bohol Island State University-Bilar Campus, Zamora, Bilar, Bohol will be conducting a research entitled **“SCHOOL HEADS’JOB COMMITMENT, LEADERSHIP STYLES AND SKILLS: ITS INFLUENCE ON SCHOOL PERFORMANCE”**.

To obtain data needed for the attainment of the research objectives, the undersigned here forth requests your kind permission to conduct her study among all public elementary school teachers and school heads in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts within the current school year. The undersigned

assumes full responsibly in the safe and ethical administration of the survey questionnaires and in treating the acquired data with due confidentiality.

Your permission and assistance regarding this matter would greatly contribute to the success of the study.

Thank you very much.

Respectfully yours,

**(Sgd) FATIMA D. POLINAR, LPT**

Masterand

Noted by:

**(Sgd) ADORACION P. QUITORAS, EdD**

Thesis Adviser

Recommending Approval:

**(Sgd) MANOLITO C. MACALOLOT, EdD**

Dean, BISU-Bilar, School of Advanced Studies

**(Sgd) PROCESO M. CASTIL, EdD**

Campus Director, BISU-Bilar Campus

Approved:

**(Sgd) CASIANA P. CABERTE PhD, CESO VI**

Schools Division Superintendent

August 01, 2024

**AMELITA C. CREDO, PhD**

Public Schools District Supervisor

Trinidad 2 District

Hinlayagan, Trinidad, Bohol

Madam:

Greetings!

The undersigned SADS student of Bohol Island State University-Bilar Campus, Zamora, Bilar, Bohol will be conducting research entitled **“SCHOOL HEADS’JOB COMMITMENT, LEADERSHIP STYLES AND SKILLS: ITS INFLUENCE ON SCHOOL PERFORMANCE”**

To obtain data needed for the attainment of the research objectives, the undersigned here forth requests your kind permission to conduct her study among all public elementary school teachers and school heads in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts within the current school year. The undersigned assumes full responsibly in the safe and ethical administration of the survey questionnaires and in treating the acquired data with due confidentiality.

Your permission and assistance regarding this matter would greatly contribute to the success of the study.

Thank you very much.

Respectfully yours,

**(Sgd) FATIMA D. POLINAR, LPT**

Masterand

Noted by:

**(Sgd) ADORACION P. QUITORAS, EdD**

Thesis Adviser

Recommending Approval:

**(Sgd) MANOLITO C. MACALOLOT, EdD**

Dean, BISU-Bilar- School of Advanced Studies

**(Sgd) PROCESO M. CASTIL, EdD**

Campus Director, BISU-Bilar Campus

Approved:

**(Sgd) AMELITA C. CREDO, PhD**

PSDS, Trinidad 2

**APPENDIX C**

**Analysis/Sample Computation**

**Table 1 Profile of the School Heads N=50**

Variables	School Heads N=50		
	F	%	Rank
<b>1.1. Sex</b>			
Male	8	16.00	2
Female	42	84.00	1
<b>1.2. Age</b>			
20-30 years old	6	12.00	3.5
31-40 years old	6	12.00	3.5
41-50 years old	20	40.00	1
51-60 years old	18	36.00	2
60 years old and above	0	0	

<b>1.3. Position/Designation</b>			
SIC/TIC	8	16.00	4
Head Teacher I	10	20.00	3
Head Teacher II	13	26.00	1.5
Head Teacher III	13	26.00	1.5
Head Teacher IV	0	0	
Head Teacher V	0	0	
Principal I	5	10.00	5
Principal II	1	2.00	6
Principal III	0	0	
Principal IV	0	0	
<b>1.4. Highest educational Attainment</b>			
Bachelor Degree Holder	0	0	
With Masters' Degree units	14	28.00	2
Masters' Degree Graduate	20	40.00	1
With PhD/EdD units	9	18.00	3
PhD/EdD Graduate	7	14.00	4
<b>1.5. Experience as a School Head</b>			
10 years and below	44	88.00	1
11-20 years	6	12.00	2
21-30 years	0	0	
31 years and above	0	0	

Table 2 Respondents' Perception on the School Heads' Level of Job Commitment N<sub>1</sub>=50; N<sub>2</sub>=300

Statement	School Heads N <sub>1</sub> =50			Teachers N <sub>2</sub> =300		
	WM	DI	Rank	WM	DI	Rank
1. managed to plan his/her work so that she/he finished it on time.	3.76	HC	1	3.32	HC	9.5
2. kept in mind the work result he/she needed to achieve.	3.66	HC	8.5	3.33	HC	8
3. had been able to set priorities.	3.70	HC	3.5	3.29	HC	13.5

4. had been able to carry out his/her work efficiently.	3.68	HC	6.5	3.28	HC	16
5. managed his/her time well.	3.66	HC	8.5	3.36	HC	6
6. started new task when the old tasks were completed based on his/her own initiative,	3.68	HC	6.5	3.32	HC	9.5
7. had taken on challenging tasks when he/she was available.	3.62	HC	11	3.30	HC	12
8. worked on keeping his/her job-related knowledge up-to-date.	3.64	HC	10	3.25	HC	21.5
9. worked on keeping his/her work skills up-to-date.	3.58	HC	13	3.24	MC	23
10. had come up with creative solutions for new problems.	3.54	HC	16.5	3.26	HC	19.5
11. had taken on extra responsibilities.	3.52	HC	19	3.20	MC	24
12. continually sought new challenges in his/her work.	3.58	HC	13	3.29	HC	13.5
13. actively participated in meetings and/ or consultations.	3.52	HC	19	3.28	HC	16
14. never complained about minor work- related issues at work.	3.48	HC	23.5	3.26	HC	19.5
15. had seen no problems at work.	3.50	HC	21.5	3.25	HC	21.5
16. had been focused on the positive aspects of situation at work instead of the negative aspects.	3.70	HC	3.5	3.27	HC	18
17. avoided talking to colleagues about the negative aspects of his/her work.	3.70	HC	3.5	3.31	HC	11
18. prohibited himself/herself talking to people outside the organization about the negative aspects of his/her work.	3.70	HC	3.5	3.28	HC	16
19. had been committed to giving his/her best in everything he/she does in school.	3.56	HC	15	3.34	HC	7
20. had taken so much pride as part of this school team.	3.52	HC	19	3.38	HC	4
21. had cared about the fate of our school.	3.58	HC	13	3.37	HC	5
22. had found out that his/her values and the organization's values are very similar.	3.54	HC	16.5	3.41	HC	3
23. had talked to friends about the school as a place where it is great to work	3.48	HC	23.5	3.44	HC	2
24. felt really happy to lead this school.	3.50	HC	21.5	3.52	HC	1
<b>Average Weighted Mean</b>	<b>3.60</b>	<b>Highly Committed</b>		<b>3.31</b>	<b>Highly Committed</b>	

Legend:

Rating Scale	Descriptive Interpretation (DI)	Weighted Mean (WM)
3.25 – 4.00	Highly Committed (HC)	
2.50 – 3.24	Moderately Committed (MC)	
1.75 – 2.49	Less Committed (LC)	
1.00 – 1.74	Not Committed (NC)	

Table 3.1 Respondents' Perception on the Leadership Style of the School Heads in terms of Autocratic N<sub>1</sub>=50; N<sub>2</sub>=300

Statement	School Heads N <sub>1</sub> =50			Teachers N <sub>2</sub> =300		
	WM	DI	Rank	WM	DI	Rank
1. supervises closely.	3.58	HP	1	3.54	HP	1
2. thinks that I am not doing my teaching job when he/she is not around.	1.42	NP	10	3.35	HP	5
3. gives rewards or punishment in order to motivate me to achieve organizational objectives.	2.62	MP	7	3.18	MP	10
4. believes that I feel insecure about my work and I need direction.	1.96	LP	9	3.49	HP	3
5. is the chief judge of the achievements of the teachers in the school.	3.26	HP	6	3.22	MP	9
6. oftentimes gives orders and clarify procedures.	3.44	HP	4	3.34	HP	6
7. is happy to be spokesperson of our school.	3.52	HP	2	3.23	MP	8
8. is always determined to push projects forward and get results.	3.46	HP	3	3.53	HP	2
9. is good in organizing people.	3.36	HP	5	3.32	HP	7
10. sets high standards and expects others to do the same for him/her.	2.40	LP	8	3.47	HP	4
<b>Average Weighted Mean</b>	<b>2.90</b>	<b>Moderately Practiced</b>		<b>3.37</b>	<b>Highly Practiced</b>	

Legend:

Rating Scale	Descriptive Interpretation (DI)	Weighted Mean (WM)
3.25 – 4.00	Highly Practiced (HP)	
2.50 – 3.24	Moderately Practiced (MP)	
1.75 – 2.49	Less Practiced (LP)	

1.00 – 1.74 Not Practiced (NP)

Table 3.2 Perceived Leadership Style of the School Heads in Terms of Democratic N<sub>1</sub>=50; N<sub>2</sub>=300

Statement	School Heads N <sub>1</sub> =50			Teachers N <sub>2</sub> =300		
	WM	DI	Rank	WM	DI	Rank
1. wants us to be part of the decision-making.	3.62	HP	3	2.98	MP	10
2. provides guidance without too much pressure.	3.56	HP	6	3.59	HP	2
3. provides supportive communication.	3.60	HP	4	3.24	HP	9
4. helps us accept responsibility for completing our works.	3.54	HP	7	3.37	HP	4
5. helps us in finding our passion in teaching.	3.66	HP	1.5	3.30	HP	6
6. believes that I can be competent and if given a task I can do a good job.	3.48	HP	10	3.33	HP	5
7. believes that teachers in school work best when everyone is involved in taking decisions.	3.66	HP	1.5	3.26	HP	8
8. enjoys assigning jobs through committees.	3.58	HP	5	3.47	HP	3
9. does not mind how long discussions last, so long as the whole group considers every angle.	3.52	HP	8	3.27	HP	7
10. believes that group members should abide by formal decisions, so long as they follow proper procedures.	3.50	HP	9	3.69	HP	1
<b>Average Weighted Mean</b>	<b>3.57</b>	<b>Highly Practiced</b>		<b>3.35</b>	<b>Highly Practiced</b>	

Legend:

**Rating Scale**    **Descriptive Interpretation (DI)**    **Weighted Mean (WM)**

3.25 – 4.00    Highly Practiced (HP)

2.50 – 3.24    Moderately Practiced (MP)

1.75 – 2.49    Less Practiced (LP)

1.00 – 1.74    Not Practiced (NP)

Table 3.3 Perceived Leadership Style of the School Heads in Terms of Laissez Fair N<sub>1</sub>=50; N<sub>2</sub>=300

Statement	School Heads N <sub>1</sub> =50			Teachers N <sub>2</sub> =300		
	WM	DI	Rank	WM	DI	Rank

1. let the teachers work problems out on their own especially in complex situations.	1.66	NP	10	3.16	MP	10
2. requires staying out if of the way of the teachers as they do their work.	2.58	MP	9	3.26	HP	2
3. allow the teachers to appraise their own work.	3.70	HP	2	3.24	MP	4.5
4. gives followers complete freedom to solve problems on their own.	3.84	HP	1	3.30	HP	1
5. allows little input from her/him because this is what the teachers wanted.	3.56	HP	4	3.25	HP	3
6. delegates each job or task to the most qualified employee, which can help improve workplace efficiency.	3.50	HP	6.5	3.22	MP	6
7. develops autonomy, self-confidence and productivity among ourselves.	3.48	HP	8	3.21	MP	7
8. provides each individual with all the tools and resources necessary to complete each duty most effectively	3.54	HP	5	3.19	MP	9
9. is prepared to provide constructive criticism as needed.	3.50	HP	6.5	3.24	MP	4.5
10. delegates tasks to team members while providing little to no supervision.	3.64	HP	3	3.20	MP	8
<b>Average Weighted Mean</b>	<b>3.30</b>	<b>Highly Practiced</b>		<b>3.23</b>	<b>Moderately Practiced</b>	

Legend:

**Rating Scale    Descriptive Interpretation (DI)    Weighted Mean (WM)**

3.25 – 4.00    Highly Practiced (HP)

2.50 – 3.24    Moderately Practiced (MP)

1.75 – 2.49    Less Practiced (LP)

1.00 – 1.74    Not Practiced (NP)

Table 3.4 Perceived Leadership Style of the School Heads in Terms of Transactional  $N_1=50$ ;  $N_2=300$

Statement	School Heads $N_1=50$			Teachers $N_2=300$		
	WM	DI	Rank	WM	DI	Rank

1. relies on rewards and punishments to achieve optimal job performance from their subordinates.	1.92	LP	10	3.13	MP	10
2. seeks to have subordinates deliver specific results that are articulated and measurable	3.60	HP	4	3.26	HP	2
3. stands for specific, measurable, achievable, realistic and time-bound objectives.	3..68	HP	3	3.24	MP	4
4. evaluates subordinates on whether they meet defined requirements and expected results.	3.78	HP	1	3.29	HP	1
5. appeals to the self-interest of their subordinates to keep them on track.	3.72	HP	2	3.25	HP	3
6. aims to follow rules precisely	3.46	HP	8	3.21	MP	7
7. encourages efficiency.	3.32	HP	9	3.20	MP	8
8. favors structure over flexibility.	3.54	HP	5	3.18	MP	9
9. focuses on short-term goals	3.48	HP	7	3.23	MP	5
10. involves less personal connection and uses rewards and reprimands.	3.52	HP	6	3.22	MP	6
<b>Average Weighted Mean</b>	<b>3.40</b>	<b>Highly Practiced</b>		<b>3.22</b>	<b>Moderately Practiced</b>	

Legend:

**Rating Scale    Descriptive Interpretation (DI)    Weighted Mean (WM)**

3.25 – 4.00    Highly Practiced (HP)

2.50 – 3.24    Moderately Practiced (MP)

1.75 – 2.49    Less Practiced (LP)

1.00 – 1.74    Not Practiced (NP)

Table 3.5 Perceived Leadership Style of the School Heads in Terms of Transformational N<sub>1</sub>=50; N<sub>2</sub>=300

Statement	School Heads N1=50			Teachers N2=300		
	WM	DI	Rank	WM	DI	Rank
1. inspires positive changes to those who follow	3.68	HP	2.5	2.98	MP	9
2. takes control of the situation by conveying a clear vision of the group's goals.	3.62	HP	6	2.92	MP	10
3. marks passion for the work	3.60	HP	7	3.21	MP	4

4. makes the rest of the group feel recharged and energized.	3.64	HP	4.5	3.35	HP	3
5. inspires growth in teachers and promotes loyalty to subordinates.	3.56	HP	10	3.04	MP	7
6. instills confidence in group members	3.64	HP	4.5	3.09	MP	6
7. encourages followers to explore new ways of doing things and new opportunities to learn	3.58	HP	8.5	3.03	MP	8
8. keeps lines of communication open so that followers feel free to share ideas and so that leaders can offer immediate recognition of the unique contributions of each follower.	3.70	HP	1	3.14	MP	5
9. helps teachers experience the same passion and motivation to fulfill these goals.	3.58	HP	8.5	3.43	HP	2
10. serves as a role model for followers. Because followers trust and respect the leader, they emulate this individual and internalize their ideals.	3.68	HP	2.5	3.55	HP	1
<b>Average Weighted Mean</b>	<b>3.63</b>	<b>Highly Practiced</b>		<b>3.18</b>	<b>Moderately Practiced</b>	

Legend:

**Rating Scale    Descriptive Interpretation (DI)    Weighted Mean (WM)**

3.25 – 4.00    Highly Practiced (HP)

2.50 – 3.24    Moderately Practiced (MP)

1.75 – 2.49    Less Practiced (LP)

1.00 – 1.74    Not Practiced (NP)

Table 4.1 School Heads Leadership Skills in Terms of Teamwork N<sub>1</sub>=50; N<sub>2</sub>=300

Statement	School Heads N1=50			Teachers N2=300		
	WM	DI	Rank	WM	DI	Rank
supports the ideas and views offered by the teachers and team members to resolve problems and improve student learning.	3.58	HS	3	3.52	HS	1
encourages others to share ideas and opinions regarding improved teaching and learning.	3.66	HS	2	3.51	HS	2

contributes my ideas toward reaching solutions and improving student success.	3.74	HS	1	2.95	MS	7
assists in the operational task of the team.	3.56	HS	4	2.96	MS	6
seeks input from team members regarding ideas to improve learning.	3.52	HS	6	2.99	MS	5
assists the team or the school in maintaining the direction needed to complete the tasks.	3.54	HS	5	3.02	MS	4
seeks to develop consensus among team members.	3.50	HS	7	3.48	HD	3
<b>Average Weighted Mean</b>	<b>3.59</b>	<b>Highly Skillful</b>		<b>3.21</b>	<b>Moderately Skillful</b>	

Legend:

<b>Rating Scale</b>	<b>Descriptive Interpretation (DI)</b>	<b>Weighted Mean (WM)</b>
3.25 – 4.00	Highly Skillful (HS)	
2.50 – 3.24	Moderately Skillful (MS)	
1.75 – 2.49	Less Skillful	
1.00 – 1.74	Not Skillful	

Table 4.2 School Heads Leadership Skills in Terms of Behavior N<sub>1</sub>=50; N<sub>2</sub>=300

Statement	School Heads N <sub>1</sub> =50			Teachers N <sub>2</sub> =300		
	WM	DI	Rank	WM	DI	Rank
1. interacts appropriately and tactfully with people from different backgrounds.	3.74	HS	2	3.02	MS	8
2. elicits perceptions, feelings and concerns of others.	3.64	HS	5	2.95	MS	9
3. voices disagreement without creating unnecessary conflict.	3.50	HS	8	3.22	MS	3
4. anticipates responses of others and acts to reduce negative impact.	3.60	HS	7	3.36	HS	2
5. communicates necessary information to the appropriate persons in timely manner.	3.48	HS	9	3.07	MS	6
6. expresses verbal or non-verbal recognition of feelings, needs and concerns of others.	3.66	HS	4	3.12	MS	5
7. responds tactfully to others in emotionally stressful situations or in conflict.	3.72	HS	3	3.03	MS	7
8. takes action to divert unnecessary conflict.	3.82	HS	1	3.14	MS	4

9. responds in a timely manner to others who initiate contact with me.	3.62	HS	6	3.46	HS	1
<b>Average Weighted Mean</b>	<b>3.64</b>	<b>Highly Skillful</b>		<b>3.15</b>	<b>Moderately Skillful</b>	

Legend:

Rating Scale	Descriptive Interpretation (DI)	Weighted Mean (WM)
3.25 – 4.00	Highly Skillful (HS)	
2.50 – 3.24	Moderately Skillful (MS)	
1.75 – 2.49	Less Skillful	
1.00 – 1.74	Not Skillful	

Table 4.3 School Heads Leadership Skills in Terms of Judgement N<sub>1</sub>=50; N<sub>2</sub>=300

Statement	School Heads N <sub>1</sub> =50			Teacher N <sub>2</sub> =300		
	WM	DI	Rank	WM	DI	Rank
1. assigns priority issues and tasks within the school’s vision for teaching and learning.	3.68	HS	4.5	3.37	HS	6
2. exercises caution when dealing with unfamiliar issues and individuals.	3.78	HS	1	3.47	HS	2
3. avoids reaching quick conclusions and making decisions with limited data.	3.64	HS	7	3.41	HS	5
4. evaluates information to determine the elements that affect teaching and learning.	3.76	HS	2	3.45	HS	3
5. communicates a clear learning-related rationale for each decision.	3.60	HS	9	3.11	MS	9
6. seeks additional information about issues and events related to the school and its mission.	3.62	HS	8	3.13	MS	7
7. uses relevant source for data and information to confirm or refute assumptions.	3.68	HS	4.5	3.09	MS	10
8. asks follow-up questions to clarify information.	3.66	HS	6	3.12	MS	8
9. seeks to identify causes of problems	3.74	HS	3	3.42	HS	4
10. establishes relationship between issues and events.	3.58	HS	10	3.50	HS	1
<b>Average Weighted Mean</b>	<b>3.67</b>	<b>Highly Skillful</b>		<b>3.31</b>	<b>Highly Skillful</b>	

Legend:

Rating Scale	Descriptive Interpretation (DI)	Weighted Mean (WM)
3.25 – 4.00	Highly Skillful (HS)	
2.50 – 3.24	Moderately Skillful (MS)	
1.75 – 2.49	Less Skillful	
1.00 – 1.74	Not Skillful	

Table 4.4 School Heads Leadership Skills in Terms of Result- Oriented N<sub>1</sub>=50; N<sub>2</sub>=300

Statement	School Heads N <sub>1</sub> =50			Teachers N <sub>2</sub> =300		
	WM	DI	Rank	WM	DI	Rank
1. takes action to move issues toward closure in a timely manner.	3.42	HS	5	3.35	HS	2
2. takes responsibility for implementing initiatives to improve teaching and learning.	3.58	HS	2	3.23	MS	5
3. determines criteria that indicate a problem or issues are solved.	3.52	HS	4	3.31	HS	3
4. considers the long-term or short-term implications of a decision on teaching and learning before taking action.	3.54	HS	3	3.37	HS	1
5. sees the big picture related to student learning as the mission of the school.	3.66	HS	1	3.24	MS	4
<b>Average Weighted Mean</b>	<b>3.54</b>	<b>Highly Skillful</b>		<b>3.30</b>	<b>Highly Skillful</b>	

Legend:

Rating Scale	Descriptive Interpretation (DI)	Weighted Mean (WM)
3.25 – 4.00	Highly Skillful (HS)	
2.50 – 3.24	Moderately Skillful (MS)	
1.75 – 2.49	Less Skillful	
1.00 – 1.74	Not Skillful	

Table 4.6 School Heads Leadership Skills in Terms of Oral Communication N<sub>1</sub>=50; N<sub>2</sub>=300

Statement	School Heads N <sub>1</sub> =50			Teachers N <sub>2</sub> =300		
	WM	DI	Rank	WM	DI	Rank
<i>As a School Head, I...</i>						
<i>My school head...</i>						

1. demonstrates effective presentation skills (e.g. opening and closing comments, eye contact, enthusiasm, confidence, rapport)	3.50	HS	6	3.06	MS	4
2. speaks articulately.	3.38	HS	7	3.05	MS	5
3. uses correct grammar.	3.54	HS	5	2.93	MS	7
4. tailors messages to meet the needs of each unique audience.	3.62	HS	3	3.10	MS	3
5. clearly presents thoughts and ideas in communication with small groups.	3.70	HS	2	3.01	MS	6
6. clearly presents thoughts and ideas in communication one-on-one conversations.	3.76	HS	1	3.17	MS	2
7. clearly presents thoughts and ideas in communication in formal, larger group presentations.	3.58	HS	4	3.31	HS	1
<b>Average Weighted Mean</b>	<b>3.58</b>	<b>Highly Skillful</b>		<b>3.09</b>	<b>Moderately Skillfull</b>	

Legend:

Rating Scale	Descriptive Interpretation (DI)	Weighted Mean (WM)
3.25 – 4.00	Highly Skillful (HS)	
2.50 – 3.24	Moderately Skillful (MS)	
1.75 – 2.49	Less Skillful	
1.00 – 1.74	Not Skillful	

**Curriculum Vitae**



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Date of Birth : March 13, 1996

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### **EDUCATIONAL BACKGROUND**

:Bongbong Elementary School (Batch 2008) Bongbong, Triidad, BoholSalutatorian

Secondary: Hinlayagan National High School (Batch 2012) Poblacion, San Miguel, Bohol With Honors

College: Bachelor in Elementary Education (Batch 2016) Trinidad Municipal College Poblacion, Trinidad, Bohol Academic Scholastic Award

Master's Degree: Master in Education Major in Educational Management Bohol Island State University Bilar Campus Zamora, Bilar, Bohol

### **CAREER BACKGROUND**

Employer: Department of Education- Bongbong Elementary School

Address : Bongbong, Trinidad, Bohol

Position : Elementary School Teacher III

Inclusive date : November 13, 2017, - present

### **LATEST TRAINING ATTENDED**

“5-Day In-Service Training” - Master Classes for Grade 4 Teachers and Across Learning Area on November 25-29, 2023 at Kinan-oan High School, Kinan-oan, Trinidad, Bohol

“District Re-Echo Seminar on Lesson Script for all School Heads and Teachers of Trinidad 2” on July 26, 2024 at Trinidad Municipal Gymnasium, Poblacion, Trinidad, Bohol.

“District Training on MATATAG Curriculum for Teachers and School Leaders” on May 13-17, 2024 at Trinidad I Central Elementary School.

“5-Day Mid-Year Performance Review and Evaluation and In-Service Training” on February 6-10, 2023 at Trinidad Gymnasium, Poblacion, Trinidad, Bohol

“School -Based Capacity Building on Psychosocial Development and the Basic Concepts of Gender and Development (GAD)” on December 3-4, 2022 at Bongbong Elementary School, Bongbong, Trinidad, Bohol

“2-day Cluster-Based Training on Mental Health & Psychosocial Support (MHPSS) and Psychological First Aid (PFA)” on April 6-7, 2022 at Bongbong Elementary School, Bongbong, Trinidad, Bohol.

“District- Based Capability Building on Action Research for School Research Committee Trinidad II District” on June 17-18, 2021 2021 at Hinlayagan National High School, Hinlayagan, Trinidad, Bohol.

“2-day District- Based Orientation-workshop on Learning and Development (L&D) System” on April 22-23, 2021 at Hinlayagan National High School, Hinlayagan, Trinidad, Bohol.



“District Re-Echo on GAD Basic Orientation & Capability Building on Gender Analysis Tools, GAD Planning and Budgeting and M&E” on April6-7, 2021 at Tagum Sur National High School, Tagum Sur, Trinidad, Bohol.