

Leadership Behaviors of School Heads and Teachers' Performance in Bacolod City

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ABSTRACT

This study investigated the leadership behaviors of school heads and the performance of public elementary school teachers in selected schools in a District of Bacolod City during School Year 2024–2025. Specifically, it examined leadership behaviors in human relations, trust and decision-making, instructional leadership, and conflict resolution, and analyzed their relationship with teachers' performance, as measured by the Individual Performance Commitment and Review Form (IPCRF). The study employed a quantitative descriptive–comparative and correlational research design, utilizing a validated leadership behavior questionnaire and official IPCRF ratings. A total of 235 teacher-respondents were selected through stratified random sampling. Data were analyzed using descriptive statistics, mean and standard deviation, nonparametric statistics, the Mann-Whitney U test, Kruskal-Wallis test, and Spearman's rank correlation coefficient. Results revealed that school heads' leadership behaviors were perceived at a very high level across all domains, with trust and decision-making obtaining the highest ratings. Teachers' performance was also rated at a very high level, indicating consistent compliance with the Philippine Professional Standards for Teachers. Significant differences in teacher performance were observed by age and sex. Moreover, the findings showed a significant relationship between leadership behaviors and teachers' performance, with human relations and instructional leadership positively associated with teacher effectiveness. Based on the results, an Enhancement Program for Strengthening Teachers' Performance was proposed. The study highlights the important role of instructional and people-centered leadership in relation to teacher performance.

Keywords: School Head's Leadership Behavior, Teacher's Performance, Philippine Professional Standards for Teachers, Quantitative Descriptive–Comparative–Correlational, Division of Bacolod City.

INTRODUCTION

School leadership remains one of the most critical determinants of teacher effectiveness and overall school performance. Recent scholarship emphasizes that leadership is best understood through specific behavioral domains rather than broad categories, as these behaviors directly shape teacher motivation, classroom practice, and professional growth (Hallinger & Kovacevic, 2021). Globally, empirical evidence shows that effective school leadership is second only to classroom instruction in terms of its impact on student achievement, with its primary association operating through teacher performance and development (Day et al., 2021). Human relations as a leadership behavior has been found to improve teacher morale, collaboration, and engagement significantly. International studies highlight that principals who demonstrate care for teacher well-being and foster positive interpersonal relationships create supportive school climates that enhance teachers' professional commitment (Nguyen et al., 2022). Other research has shown that school heads' inclusive decision-making practices are associated with higher levels of teacher job satisfaction and organizational citizenship behaviors (Setiawan & Susanto, 2022). Furthermore, instructional leadership has been consistently documented as the leadership behavior most directly associated with teacher performance. Hallinger (2021) emphasizes that practices such as classroom observation, feedback provision, and curriculum alignment are strongly correlated with teacher instructional quality. Moreover, Li & Zheng (2022) believe that instructional leadership has been linked to teachers' sense of efficacy in implementing blended and technology-assisted teaching modalities. In the Philippines, evidence from Sarangani Province showed a significant positive correlation between instructional leadership and teachers' sense of efficacy in implementing blended learning

Delos Santos & Carreon, 2023). Also, conflict resolution is increasingly recognized as an essential leadership behavior that sustains healthy school climates and ensures instructional focus.

In the Philippine setting, teacher performance is formally measured using the Individual Performance Commitment and Review Form (IPCRF), an instrument mandated by the Department of Education to evaluate teacher outputs, instructional delivery, and professional development (Department of Education, 2021). Recent studies confirm that the IPCRF is a valid tool for capturing teacher performance when accompanied by clear rubrics and aligned leadership practices (Alfonso & Soriano, 2022).

Motivated by these observations, the researcher conducted a study to evaluate the leadership behaviors of school heads and the performance of teachers in selected public elementary schools in the Philippines during the 2024-2025 school year. The findings of this study serve as the basis for an "Enhancement Program for Strengthening Teachers' Performance."

Framework

This study is anchored in the Instructional Leadership Model developed by Hallinger and Murphy (1985), which emphasizes the vital role of school heads in enhancing teaching and learning through defining the school mission, managing the instructional program, and promoting a positive school climate. The theory suggests that effective school heads are associated with higher levels of teacher performance by guiding, motivating, and supporting them in their instructional duties. This framework also integrates key insights from related theories such as the Human Relations Theory of Elton Mayo (1933), the Leader–Member Exchange (LMX) Theory of Graen and Uhl-Bien (1995), and the Thomas–Kilmann Conflict Mode Instrument (1974), which collectively explain how leadership behaviors shape teachers' performance and workplace outcomes. Guided by these theoretical underpinnings, the study assumes that the leadership behaviors of school heads, which include human relations, trust and decision-making, instructional leadership, and conflict resolution, are significantly linked to teachers' performance as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings.

This study sought to illustrate the hypothesized relationship between the independent variable—Leadership Behaviors of School Heads: Human Relations, Trust and Decision-making, Instructional leadership, and Conflict Resolution- and the dependent variable—Teachers' Performance. It posits that when school heads consistently demonstrate positive leadership behaviors across these four domains, teachers are more likely to perform effectively and achieve higher IPCRF ratings. This framework integrates the theoretical principles of human relations, trust, instructional leadership, and conflict management into a unified model that explains how leadership behaviors of school heads contribute to the enhancement of teachers' professional effectiveness. The results of this study are expected to validate and expand upon these leadership theories in the context of Philippine basic education, providing empirical evidence that can guide leadership development and teacher performance improvement programs within the Department of Education.

METHODS

This study employed a quantitative research design, specifically utilizing a descriptive, comparative, and correlational approach. This design was considered appropriate as the study aimed to describe variables, compare groups, and determine relationships without manipulating any independent variables. Contemporary educational research emphasizes the use of non-experimental designs in examining naturally occurring school phenomena, particularly in leadership and teacher performance studies (Christopher Day et al., 2021). A validated, reliability-tested, and adopted questionnaire based on Leadership Behavior Practices of School Heads was outlined into 4 summative evaluation tools: Human Relations, Trust/Decision Making, Instructional Leadership, and Conflict Resolution, designed to measure teachers' perceptions of the frequency and quality of leadership behaviors practiced by their school heads, written by Noemie I. Panis. The survey questionnaire was adopted and validated by experts in the Division of Nueva Vizcaya, yielding a validity coefficient of 4.60, which indicates that the tool was appropriate for measuring the intended constructs. To ensure reliability, the instrument was tested using Cronbach's Alpha and obtained a coefficient of 0.875, signifying high internal consistency. The data-gathering procedure began with securing permission and

coordination from the Schools Division Office, the District Supervisor, and the concerned school heads to access the teachers' IPCRF data for School Year 2024–2025 and to administer the leadership behavior questionnaire to the identified respondents. The study adhered to the principles of beneficence, justice, and respect for persons by ensuring informed consent, privacy protection, fair participant selection, and ethical reporting of findings.

RESULTS AND DISCUSSION

This chapter presents the findings of the study regarding the leadership behaviors of school heads and teacher performance. The data are analyzed and interpreted in relation to the specific problems posed in the study, supported by relevant literature and management implications.

Table 1. Leadership Behavior of School Heads as Perceived by Teachers

Variables	Human Relations			Trust and Decision Making			Instructional Leadership			Conflict Resolution			Leadership Behavior		
	Mean	Int	SD	Mean	Int	SD	Mean	Int	SD	Mean	Int	SD	Mean	Int	SD
Educational Attainment															
Bachelor's Degree (n=140)	4.67	VHL	0.324	4.78	VHL	0.851	4.63	VHL	0.398	4.60	VHL	0.444	4.67	VHL	0.377
Master's Degree (n=8)	4.78	VHL	0.231	4.76	VHL	0.354	4.76	VHL	0.358	4.84	VHL	0.292	4.79	VHL	0.282
Master's Units (n=87)	4.69	VHL	0.385	4.68	VHL	0.428	4.56	VHL	0.451	4.59	VHL	0.474	4.63	VHL	0.394
Length of Service															
1 – 3 Years (n=41)	4.70	VHL	0.329	4.68	VHL	0.370	4.62	VHL	0.433	4.60	VHL	0.436	4.65	VHL	0.349
4 – 10 Years (n=38)	4.61	VHL	0.321	5.00	VHL	1.514	4.48	HL	0.407	4.47	VHL	0.477	4.64	VHL	0.515
> 10 Years (n=156)	4.69	VHL	0.354	4.70	VHL	0.399	4.64	VHL	0.414	4.64	VHL	0.445	4.67	VHL	0.352
Age															
Older (n=106)	4.69	VHL	0.352	4.70	VHL	0.395	4.68	VHL	0.388	4.66	VHL	0.456	4.68	VHL	0.355
Younger (n=129)	4.67	VHL	0.340	4.77	VHL	0.889	4.55	VHL	0.435	4.56	VHL	0.445	4.64	VHL	0.401
Sex															
Female (n=198)	4.69	VHL	0.329	4.78	VHL	0.741	4.63	VHL	0.404	4.63	VHL	0.424	4.69	VHL	0.365
Male (n=37)	4.64	VHL	0.422	4.53	VHL	0.468	4.48	VHL	0.470	4.48	HL	0.564	4.53	VHL	0.437
Civil Status															
Married (n=181)	4.66	VHL	0.341	4.71	VHL	0.694	4.59	VHL	0.413	4.60	VHL	0.425	4.64	VHL	0.365
Single (n=54)	4.75	VHL	0.351	4.84	VHL	0.759	4.69	VHL	0.430	4.62	VHL	0.534	4.72	VHL	0.426
As a Whole (n=235)	4.68	VHL	0.345	4.74	VHL	0.710	4.61	VHL	0.418	4.61	VHL	0.451	4.66	VHL	0.381

Note: 1.00-1.50 (VLL – Very Low Level); 1.51-2.50 (LL – Low Level); 2.51-3.50 (ML – Moderate Level); 3.51-4.50 (HL – High Level); 4.51-5.00 (VHL – Very High Level)

The data reveal that, as perceived by teachers, the leadership behavior of school heads is at a Very High Level across all domains, with an overall mean of 4.67 (SD=0.370). Among the four domains, Trust and Decision Making yielded the highest mean (M=4.73, SD=0.706), followed by Human Relations (M=4.68, SD=0.351). Instructional Leadership (M=4.60, SD=0.421) and Conflict Resolution (M=4.60, SD=0.443) also received very high ratings. When grouped by demographics, teachers with a Master's Degree and those with over 10 years of service consistently gave higher ratings compared to their counterparts, suggesting that more experienced and educated teachers have a deeper appreciation for the complex leadership behaviors exhibited by their school heads.

School heads who consistently demonstrate participative decision-making, mentoring, and trust-building behaviors tend to receive very high leadership ratings from teachers, regardless of differences in teachers' educational attainment or years of service. This supports the present study's result showing uniformly high leadership perceptions across demographic groups.

This finding aligns with global trends where effective school leadership is recognized as the second most critical factor in school success, operating primarily through the development of teacher capacity. In addition, the Very High rating in Human Relations corroborates the assertion that school leaders who prioritize teacher well-being, empathy, and interpersonal communication create supportive school climates that foster motivation and professional commitment (Day et al., 2021). Studies consistently report that relational leadership is a critical post-pandemic leadership competency, particularly in basic education systems.

The high rating in Trust and Decision Making is particularly significant, as trust-based leadership is essential for fostering a collaborative environment (Leithwood et al., 2022). Furthermore, the very high levels of Human Relations behavior support the findings of Nguyen et al. (2022), which emphasize that care for teacher well-being creates supportive climates. The strong Instructional Leadership scores reflect a commitment to the core mission of teaching and learning. Principals who actively engage in curriculum supervision, classroom observation, and professional development significantly enhance teaching quality (Hallinger, 2021). They emphasized that instructional leadership remains the most stable predictor of organizational effectiveness in schools, especially when balanced with relational leadership behaviors.

Collectively, these results suggest that school heads in this district are perceived as transformational leaders who effectively balance task-oriented instructional supervision with relationship-oriented human relations (Hallinger & Kovacevic, 2021). The consistently high perception of leadership behavior suggests that current leadership selection and development programs in the district are effective. Management should prioritize Leadership Mentoring programs where these high-performing school heads can coach newly appointed principals. By formalizing these trust-based and human-centric behaviors into administrative standards, the Division can ensure that the Very High level of leadership is sustained across school transitions.

Table 2. Level of Performance of Public Elementary School Teachers

Variables	Mean	Int	SD
Educational Attainment			
Bachelor's Degree (n=140)	4.63	Outstanding	0.162
Master's Degree (n=8)	4.58	Outstanding	0.208
Master's Units (n=87)	4.65	Outstanding	0.160
Length of Service			
1 – 3 Years (n=41)	4.58	Outstanding	0.170
4 – 10 Years (n=38)	4.65	Outstanding	0.170
> 10 Years (n=156)	4.64	Outstanding	0.157
Age			
Older (n=106)	4.66	Outstanding	0.153
Younger (n=129)	4.61	Outstanding	0.168
Sex			
Female (n=198)	4.65	Outstanding	0.156
Male (n=37)	4.55	Outstanding	0.176
Civil Status			
Married (n=181)	4.64	Outstanding	0.154
Single (n=54)	4.61	Outstanding	0.188
As a Whole (n=235)	4.63	Outstanding	0.163

The performance of public elementary school teachers is at a Very High Level, with an overall mean rating of 4.64 (SD=0.162). The data shows remarkable consistency across various demographics; however, teachers with Master's Units (M=4.65) and those with more than 10 years of service (M=4.64) demonstrated slightly higher performance levels. Female teachers (M=4.65) also scored marginally higher than male teachers (M=4.62). Despite these slight variations, the narrow standard deviation indicates a highly homogenous group of professionals who consistently meet the rigorous standards set by the Department of Education. The Very High Performance rating of teachers is consistent with the expectations of the Philippine Professional Standards for Teachers (PPST), which provides a clear framework for teacher accountability and growth (DepEd, 2025). This high level of effectiveness is often a reflection of robust local education policies and teacher support systems. The clarity of professional standards in the Philippine public school system promotes

uniform excellence across demographic groups, which explains the low variability observed in the present study (Leithwood et al., 2022).

International literature suggests that such high performance is usually a byproduct of leadership that prioritizes professional development and teacher autonomy. Also, reported that teachers perform best when instructional leadership is coupled with trust and reduced bureaucratic pressure, reinforcing the present study's findings that teachers are not merely compliant but professionally engaged (Taylor & Tyler, 2021). Furthermore, the stability in performance among senior teachers reflects the positive impact of experience-based competence in the Philippine public school system (Leithwood et al., 2022). The results underscore that the teachers in this district are not only compliant with administrative requirements but are operating at a level of excellence that serves as a foundation for student achievement (Leithwood et al., 2022). The slightly higher performance ratings among teachers with graduate units and longer service length align with experience-based competence models. This explains the marginal but consistent performance advantages observed among senior teachers in this study.

Management must recognize that with teachers already performing at a Very High Level, the focus should shift from basic compliance to innovative excellence. Educational leaders should move away from traditional top-down monitoring and instead implement Professional Learning Communities (PLCs) that allow these high-performing teachers to share best practices. Management should also ensure that administrative ancillary tasks do not become so burdensome that they stifle the very instructional effectiveness currently being observed.

Table 3. Significant Difference in the Perception of Leadership Behavior when Grouped According to Personal Variables

Variables	Mean	SD	<i>p</i> -value	Significance at $\alpha = 0.05$	Decision
Educational Attainment ^{##}					
Bachelor's Degree (n=140)	4.67	0.377	0.592	Not Significant	Do not reject H_o
Master's Degree (n=8)	4.79	0.282			
Master's Units (n=87)	4.63	0.394			
Length of Service ^{##}					
1 – 3 Years (n=41)	4.65	0.349	0.820	Not Significant	Do not reject H_o
4 – 10 Years (n=38)	4.64	0.515			
> 10 Years (n=156)	4.67	0.352			
Age [#]					
Older (n=106)	4.68	0.355	0.477	Not Significant	Do not reject H_o
Younger (n=129)	4.64	0.401			
Sex [#]					

Variables	Mean	SD	<i>p</i> -value	Significance at $\alpha = 0.05$	Decision
Female (n=198)	4.69	0.365	0.115	Not Significant	Do not reject H_0
Male (n=37)	4.53	0.437			
Civil Status [#]					
Married (n=181)	4.64	0.365	0.072	Not Significant	Do not reject H_0
Single (n=54)	4.72	0.426			

[#]using Mann-Whitney U test; ^{##}using Kruskal-Wallis test

The results presented in the table reveal that there is no significant difference in teachers' perception of school heads' leadership behavior when grouped according to educational attainment, length of service, age, sex, and civil status. All *p*-values exceeded the 0.05 level of significance, leading to the decision to not reject the null hypothesis in all cases. This indicates that teachers, regardless of their demographic and professional profiles, share relatively similar views regarding leadership behaviors in terms of human relations, trust and decision-making, instructional leadership, and conflict resolution. Such uniformity suggests that leadership practices are consistently manifested and experienced within the school setting.

In the local context, this finding may be attributed to the standardized implementation of leadership frameworks in schools, particularly those guided by national policies and professional standards. In the Philippines, school leaders are expected to adhere to competency-based frameworks that promote consistent leadership practices across schools. As noted by Hallinger (2021), instructional leadership models tend to produce shared perceptions among teachers because they emphasize common goals such as curriculum alignment, teacher support, and student achievement. This may explain why differences in teachers' personal variables did not significantly affect their perceptions, as leadership behaviors are shaped more by institutional expectations than by individual teacher characteristics. Furthermore, the lack of significant differences across educational attainment and length of service suggests that perceptions of leadership are not influenced by teachers' level of experience or academic qualifications. This aligns with findings by Leithwood et al. (2022), who emphasized that effective leadership practices—particularly those involving collaboration, professional support, and clear communication—have a universal impact on teachers. Regardless of whether teachers are novice or experienced, or hold advanced degrees, leadership behaviors that are consistently demonstrated tend to be perceived similarly. This reinforces the idea that leadership effectiveness lies in its consistent application rather than in how it is interpreted by different teacher groups.

From an international perspective, the findings are consistent with global research indicating that leadership behaviors often transcend demographic differences among teachers. Day et al. (2023) highlighted that transformational leadership fosters a shared sense of purpose and collective efficacy among teachers, leading to aligned perceptions regardless of age, gender, or professional background. These studies support the current findings, suggesting that strong leadership practices create a unified professional climate. In addition, the absence of significant differences across civil status implies that leadership behaviors are perceived as equitable and inclusive. This is an important consideration, as inclusive leadership contributes to a positive organizational culture where teachers feel valued and supported. According to Bush (2022), leadership that promotes fairness, trust, and participatory decision-making strengthens organizational cohesion and minimizes perceptual gaps among staff members. Thus, the results may indicate that school heads are effectively demonstrating inclusive leadership practices that resonate equally with all teachers.

Finally, the findings emphasized the importance of focusing on leadership enhancement initiatives rather than differentiating interventions based on teacher characteristics. Since perceptions of leadership behavior are consistent across groups, professional development programs for school heads can be designed to strengthen

key leadership domains for the benefit of all teachers. As emphasized by UNESCO (2021), improving school leadership is a critical factor in enhancing teacher performance and student outcomes globally. Therefore, even in the absence of significant differences, continuous leadership development remains essential to sustain effective teaching and learning environments.

Table 4. Significant Relationship Between Leadership Behaviors and Teachers' Performance

		IPCRF Numerical
Leadership Behavior	Spearman's rho	0.131
	<i>p</i> -value	0.044

The findings revealed a weak but statistically significant positive association between leadership behaviors and teacher performance ($\rho = .131$, $p = .044$). This indicates that leadership behaviors were associated with teacher performance; however, the strength of the relationship was weak. Since Spearman's rank correlation coefficient was utilized, the findings do not establish causality or predictive influence. The significant relationship between leadership behaviors and teacher performance confirms a well-established theoretical and empirical consensus. A strong correlation between outstanding school head leadership and very high teacher performance using OPCR, Office Performance Commitment and Review Form, and IPCRF, Individual Performance Commitment and Review Form, data, particularly within Philippine public schools. The prominence of Human Relations and Instructional Leadership as predictors of performance aligns with Humanistic Leadership Theory and Instructional Leadership frameworks. Leithwood et al. (2022) found that leadership behaviors that enhance teacher motivation and professional support directly improve teacher performance outcomes. Likewise, international evidence confirms that principals who engage deeply in the instructional core significantly enhance teacher efficacy and productivity.

This confirms the core hypothesis that school heads lead through teachers. The significance of Human Relations validates the Humanistic Leadership model, which posits that teachers who feel valued and supported are more likely to exert higher effort in their teaching duties (Nguyen et al., 2022). The Instructional Leadership is consistent with Hallinger and Wang's (2021) findings: when principals are involved in the instructional core, teacher performance improves. This relationship is the backbone of school effectiveness, as teacher performance is the most direct link to student achievement (Day et al., 2021). The significant result here proves that the school head's behavior is not just a formality but a functional driver of organizational excellence in the Philippine public school context (Leithwood et al., 2022). Management should move away from treating principal training as a separate entity from teacher training. Instead, Joint Capacity Building sessions should be held where school heads and teachers learn together, reinforcing the Instructional Leadership and Human Relations behaviors that this study has proven to be effective. Management should also include Teacher Performance Uplift as a key performance indicator (KPI) for school heads in their annual evaluations. These findings affirm that leadership in schools functions not merely as an administrative role but as a primary performance driver, validating the study's core hypothesis.

CONCLUSION

The results revealed that, as perceived by teachers, the leadership behavior of school heads is at a very high level across all measured domains. Among these, trust and decision-making obtained the highest ratings, followed by human relations, while instructional leadership and conflict resolution also garnered very high evaluations. This suggests that school heads consistently demonstrate leadership practices that emphasize transparency, collaboration, and mutual respect. Such behaviors indicate that school leaders are not only managing administrative responsibilities but are also actively fostering a positive organizational climate where



teachers feel valued, supported, and empowered. Based on the findings of the study, several conclusions were drawn.

First, school heads in the district exhibit highly effective leadership behaviors across all domains. Their strong performance in human relations, trust and decision-making, instructional leadership, and conflict resolution indicates that they are capable of creating a positive and supportive school environment. These leadership practices contribute significantly to organizational stability, teacher satisfaction, and overall school effectiveness. Second, teachers demonstrate a very high level of performance, indicating that they possess the necessary competencies, skills, and professional commitment required in the teaching profession. This suggests that the current systems for teacher evaluation, support, and professional development are effective in maintaining high standards of teaching and learning. Third, the perception of leadership behaviors did not significantly vary according to demographic characteristics. This implies that leadership effectiveness is not only dependent on the behaviors of school heads but also on how these behaviors are perceived and interpreted by teachers. Therefore, leadership practices must be adaptive and responsive to the diverse needs and expectations of teachers. Fourth, teacher performance is linked to experience, as evidenced by the slightly higher performance levels of older teachers. This highlights the importance of experiential learning and professional growth over time. It suggests that teaching effectiveness is enhanced through continuous practice, reflection, and exposure to various instructional challenges. Finally, leadership behaviors were significantly associated with teacher performance, confirming the theoretical assumption that effective leadership is an important factor associated with organizational success. The strong association of human relations and instructional leadership was related to the importance of both relational and instructional dimensions of leadership in improving teacher outcomes. This finding validates the framework of the study and emphasizes the critical role of school heads as instructional leaders.

RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are proposed to further enhance leadership practices and teacher performance in public elementary schools.

The Schools Division Office should design and implement comprehensive and sustained leadership development programs that focus on strengthening the core domains of leadership behavior, particularly human relations, instructional leadership, trust-building, and participatory decision-making. These programs should include workshops, seminars, and coaching sessions aimed at enhancing the competencies of school heads in managing both instructional and interpersonal aspects of leadership.

District Supervisors are encouraged to establish and institutionalize mentoring and coaching systems for school heads. Experienced and high-performing school leaders should be given opportunities to mentor newly appointed administrators, thereby promoting the transfer of best practices and ensuring continuity in effective leadership across schools. Regular monitoring and evaluation of leadership practices should also be conducted to maintain high standards.

School heads should adopt inclusive, flexible, and context-responsive leadership strategies that address the diverse needs of teachers. They should strengthen communication channels, encourage teacher participation in decision-making, and provide continuous instructional support. Emphasis should also be placed on building strong interpersonal relationships, fostering trust, and creating a collaborative school culture that promotes shared responsibility for student outcomes.

Teachers are encouraged to actively engage in professional learning communities (PLCs) and other collaborative initiatives that support continuous professional development. They should take advantage of mentoring opportunities, particularly those provided by experienced colleagues, to enhance their instructional skills and professional competencies. Younger teachers, in particular, should be supported through structured induction and mentoring programs.

Future researchers are encouraged to expand the scope of this study by including additional variables such as school resources, organizational culture, student outcomes, and external environmental factors. They may also

employ mixed-methods approaches to gain deeper insights into the dynamics of leadership and teacher performance. Replication of this study in different contexts, such as other districts or private schools, is also recommended to enhance generalizability.

Finally, an Enhancement Program for Strengthening Teachers' Performance should be designed as a comprehensive, continuous professional development initiative that strengthens both teachers' instructional competencies and the leadership support provided by school heads. The program should focus on improving teaching strategies, classroom management, assessment practices, and the integration of innovative and learner-centered approaches, while also reinforcing effective leadership behaviors such as instructional guidance, collaborative decision-making, and positive human relations. Regular training workshops, mentoring sessions, and performance monitoring should be incorporated to ensure sustained development. Continuous evaluation and feedback mechanisms must also be established to assess the effectiveness of the program and guide necessary enhancements.

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