THE INFLUENCE OF LEADERSHIP STYLES ON TEACHER PERFORMANCE IN THE EASTERN SAMAR DIVISION

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ABSTRACT

This study examines the influence of leadership styles on teacher performance in the Eastern Samar Division, focusing on how different leadership approaches impact teachers' instructional effectiveness and professional development. The research employs a descriptive-correlational design, using surveys to gather data from teachers across selected public schools within the division. Leadership styles are categorized into transformational, transactional, and laissez-faire, and teacher performance is assessed based on classroom management, teaching effectiveness, and student outcomes. Results indicate that transformational leadership has the most significant positive influence on teacher performance, fostering a supportive and innovative teaching environment. In contrast, transactional and laissez-faire leadership styles were found to have less impact on teacher performance. The study highlights the importance of leadership in enhancing teacher effectiveness and offers recommendations for school leaders to adopt transformational leadership practices to improve overall educational quality. The findings contribute to the growing body of literature on educational leadership and teacher performance, with implications for leadership training and professional development programs in the Eastern Samar Division and beyond.

KEYWORDS: *Leadership Styles, Teacher Performance, Transformational Leadership, Transactional Leadership, Laissez-Faire Leadership, Educational Leadership, Teacher Effectiveness, Eastern Samar Division, Teacher Development, Instructional Leadership*

INTRODUCTION
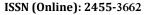### Background of the Study
Effective leadership in educational institutions is widely recognized as a critical factor influencing teacher performance and, ultimately, student achievement across the world. Numerous studies assert that leadership style significantly shapes teacher motivation, job satisfaction, and productivity (Bush, 2020; Leithwood et al., 2021). Globally, transformational leadership has been increasingly highlighted as the most effective leadership style in schools, promoting collaboration, professional growth, and high performance among teachers (Nguyen et al., 2022). According to UNESCO's *Global Education Monitoring Report* (2022), leadership quality ranks among the top five contributors to improving educational outcomes, regardless of a country's level of development.

In Southeast Asia, the influence of leadership on education systems has become more pronounced as nations work toward meeting the United Nations' Sustainable Development Goal 4 (SDG 4) on quality education. Research conducted by the Southeast Asian Ministers of Education Organization (SEAMEO, 2021) emphasized that leadership styles directly affect teacher retention and instructional innovation across member countries, including Malaysia, Indonesia, Thailand, and the Philippines. However, despite these findings, disparities persist between urban and rural schools in terms of leadership effectiveness (Aziz et al., 2023).

In the Philippine context, leadership within public schools remains a pivotal component in enhancing teacher performance and learner outcomes. A study by Francisco and Nuqui (2021) noted that transformational leadership exhibited by school principals is significantly correlated with teacher efficacy and instructional competence. Meanwhile, the Department of Education's Basic Education Report (DepEd, 2023) acknowledges that leadership and governance are essential "key result areas" for school improvement, particularly under the Basic Education Development Plan (BEDP) 2030. Nevertheless, national reports also highlight inconsistencies in leadership practices, especially between well-resourced and disadvantaged schools.

In Region VIII or Eastern Visayas, leadership remains a concern, especially with challenges such as limited resources, geographical isolation, and the lingering effects of typhoons and natural calamities. The 2022 Regional Education Sector Report revealed that teacher performance ratings across the region vary widely, with schools led by transformational and participative leaders generally outperforming others in standardized assessments (DepEd Region VIII, 2022).

Eastern Samar, one of the least economically developed provinces in Region VIII, reflects these broader trends. According to the Division Performance Report (DepEd Eastern Samar, 2023), only 63% of teachers received "Outstanding" or "Very Satisfactory" performance ratings in the last two academic years. Leadership inconsistencies were cited as a contributing factor, with many school heads still utilizing traditional, command-centered leadership styles instead of more empowering

approaches. Given that Eastern Samar faces additional challenges such as limited professional development opportunities and infrastructural limitations, leadership style becomes an even more critical lever for enhancing teacher performance.

While the literature highlights the positive relationship between leadership styles and teacher performance globally and nationally, there remains a notable research gap in the localized examination of this relationship, especially in under-resourced divisions like Eastern Samar. Previous studies in the Philippines have primarily concentrated on urbanized areas such as Metro Manila, Cebu, and Davao (Francisco & Nuqui, 2021; Santos, 2022), with little focus on geographically isolated and disadvantaged areas (GIDAs) such as Eastern Samar.

Moreover, leadership studies in Eastern Samar tend to be descriptive, focusing merely on cataloging leadership practices withou critically examining their influence on concrete performance metrics. There is also limited quantitative analysis exploring the correlation between specific leadership styles (e.g., transformational, transactional, laissez-faire) and teacher outcomes in the local context (DepEd Eastern Samar, 2023).

Given these gaps, the present study seeks to investigate "The Influence of Leadership Styles on Teacher Performance in the Eastern Samar Division." By providing empirical evidence on the nature and extent of the relationship between leadership styles and teacher performance, this research aims to contribute to the body of knowledge that can guide policy-making, leadership development programs, and teacher support initiatives tailored to the specific realities of Eastern Samar. The study is particularly timely in light of the current educational reforms under BEDP 2030, which emphasize the need for context-sensitive leadership strategies.

Through this research, school heads and education stakeholders in Eastern Samar can better understand which leadership approaches are most conducive to optimizing teacher performance, especially amidst resource constraints and unique provincial challenges. Ultimately, the findings will not only bridge the knowledge gap but also offer actionable insights that can enhance educational delivery and outcomes in the region.

Objectives of the Study
This study aims to investigate the influence of leadership styles on teacher performance in the Eastern Samar Division during the school year 2024–2025. Specifically, it seeks to answer the following questions:
1. What are the leadership styles predominantly exhibited by school heads in the Eastern Samar Division as perceived by teachers?
2. What is the level of teacher performance in the Eastern Samar Division based on the latest performance evaluation ratings?
3. Is there a significant relationship between leadership styles and teacher performance in the Eastern Samar Division?

METHODOLOGY
Research Design
This study employed a quantitative, descriptive-correlational research design. The descriptive part of the study determined and described the leadership styles of school heads and the level of teacher performance as perceived by teachers. The correlational component examined the relationship between the leadership styles of school heads and the performance levels of teachers in the Eastern Samar Division.

The descriptive method allowed the researcher to gather factual information about the prevailing leadership styles (e.g., transformational, transactional, and laissez-faire) and the current performance ratings of teachers. Meanwhile, the correlational method was appropriate for identifying whether a significant relationship existed between leadership styles and teacher performance without manipulating any variables.

This non-experimental design was appropriate because it aimed to measure naturally occurring variables rather than controlling or manipulating them. It was suited to the purpose of understanding existing conditions and relationships in the educational field, particularly in the Eastern Samar Division, where leadership dynamics and teacher performance played critical roles in achieving school goals and improving learning outcomes.
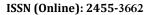
Locale of the Study
This study was conducted in the Schools Division of Eastern Samar, located in Region VIII (Eastern Visayas), Philippines. Eastern Samar was predominantly rural, with most municipalities categorized as coastal or upland communities. The division supervised both public elementary and secondary schools across 23 municipalities and one city, covering a wide geographic area characterized by a mix of accessible and remote schools.

The Division of Eastern Samar was composed of over 400 schools, managed by school heads who employed various leadership styles to manage their institutions and teachers. Despite the challenges brought by limited resources, calamity-prone geography, and socioeconomic limitations, efforts toward quality education continued to be emphasized, making it an ideal setting to examine the dynamics between leadership and teacher performance.

Selected public elementary and secondary schools across the division served as the specific sites for the study. The selection covered a representative sample of schools across different geographical areas (urban, semi-urban, and rural) to ensure that findings could accurately reflect the overall conditions in the division. Teachers from these selected schools served as the primary respondents of the study, providing perceptions of their school heads' leadership styles and reporting their corresponding performance levels.

The choice of Eastern Samar Division as the locale was appropriate because recent regional reports (DepEd-Eastern Samar, 2023) highlighted the need for stronger school leadership to address performance gaps among teachers, particularly in remote and underserved communities. Additionally, no extensive study focusing on leadership styles and their direct influence on teacher performance had been conducted in the division in recent years, emphasizing the timeliness and relevance of this research.

Respondents of the Study

The respondents of this study were composed of public school teachers who were currently teaching in selected elementary and secondary schools within the Division of Eastern Samar for the School Year 2024–2025. These teachers provided perceptions regarding the leadership styles of their respective school heads and supplied data concerning their own performance ratings.

The selection of teacher-respondents utilized a stratified random sampling technique to ensure representation across the different geographical locations (urban, semi-urban, and rural schools) within the division. Schools were first categorized based on their locality type, after which a random sample of teachers was selected proportionally from each stratum.

To ensure adequate representation and reliability of results, the study targeted approximately 300 teachers from various districts within the division. The final sample size was adjusted based on the actual number of available and willing participants during data collection, following appropriate sample size computation for correlational studies.

Teachers who had served under their current school head for at least one full academic year were included to ensure they had sufficient exposure to assess leadership practices. Meanwhile, newly hired teachers or those who had recently transferred to another school within less than one year were excluded to maintain the validity of leadership perception data.

Additionally, basic demographic information such as years of service, educational attainment, and teaching position (Teacher I, II, III, etc.) was collected to describe the profile of the respondents and explore potential control variables in the analysis.

Research Instruments

The primary research instrument used in this study was a structured survey questionnaire composed of three major parts: (1) demographic profile of respondents, (2) leadership styles of school heads, and (3) teacher performance.

Part I: Demographic Profile of Respondents. This section gathered basic information about the teachers, including age, sex, years of teaching experience, educational attainment, teaching position (e.g., Teacher I, Teacher II, Teacher III), and school location (urban, semi-urban, rural). This information was used for descriptive analysis and served as control variables for further interpretation of results.

Part II: Leadership Styles of School Heads. To assess the leadership styles of school heads, the study adapted the Multifactor Leadership Questionnaire (MLQ) Form 5X developed by Bass and Avolio (2004), with appropriate modifications to suit the local educational context. The MLQ measured three major leadership styles: Transformational Leadership; Transactional Leadership; Laissez-Faire Leadership.

Respondents rated their agreement with various leadership behaviors exhibited by their school heads using a five-point Likert scale: (5) Always, (4) Often, (3) Sometimes, (2) Seldom, and (1) Never. The adapted instrument was subjected to content validation by experts in educational leadership and research to ensure its relevance and applicability in the Eastern Samar Division context.

Part III: Teacher Performance. Teacher performance was assessed based on the most recent Individual Performance Commitment and Review Form (IPCRF) ratings provided by the teachers. The IPCRF was the official tool mandated by the Department of Education (DepEd) to evaluate teacher performance across key result areas, such as: Teaching-Learning Process; Learner Outcomes; Learning Environment; Community Involvement; Professional Growth and Development.

Teachers were asked to indicate their final numerical performance ratings for the preceding school year (e.g., Outstanding, Very Satisfactory, Satisfactory, etc.), following DepEd standards.

The questionnaire underwent content validation by three experts in education and leadership studies. A pilot testing was also conducted among 30 non-sample teachers to establish the reliability of the instrument, using Cronbach's Alpha to determine internal consistency. Necessary revisions were made based on the results of the validation and pilot testing to ensure clarity, relevance, and accuracy of the survey items.
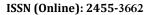
Data Gathering

Prior to the conduct of the study, a formal request letter for permission to administer the survey was submitted to the Schools Division Superintendent of Eastern Samar through appropriate channels. Upon approval, coordination with the concerned school heads was conducted to inform them about the study's purpose and to request their support in facilitating the survey administration among teachers.

The survey questionnaire, particularly the adapted portion based on the Multifactor Leadership Questionnaire (MLQ), was subjected to content validation by three experts in educational leadership and research. A pilot test was then conducted among 30 teachers who were not included in the final sample. The results of the pilot test were used to calculate the reliability (using Cronbach's Alpha coefficient) and to refine the questionnaire if necessary.

Using a stratified random sampling technique, schools were first categorized based on their location (urban, semi-urban, rural), and respondents were randomly selected proportionally from these categories to ensure representativeness across the division.

Upon securing necessary approvals, the researcher distributed the final validated questionnaire to the selected teacher-respondents. Surveys were distributed either face-to-face during scheduled school visits or through online means (e.g., Google Forms) depending on accessibility and health protocols at the time of data gathering.

Before answering the questionnaire, respondents were provided with an informed consent form assuring confidentiality,

voluntary participation, and the right to withdraw from the study at any time without consequences.

Teachers were also asked to provide their most recent Individual Performance Commitment and Review Form (IPCRF) rating. Only the final numerical ratings were collected to maintain simplicity and confidentiality.

Completed questionnaires, whether paper-based or electronic, were collected and checked for completeness. Responses with major missing data were excluded from the final analysis.

All gathered data were encoded systematically into a statistical software program (e.g., SPSS or Microsoft Excel). Codes were assigned to protect the identity of the respondents and ensure confidentiality.
The encoded data were then subjected to appropriate statistical treatment to answer the specific research questions, including descriptive and inferential analyses.

Analysis of Data
Frequency counts, percentages, means, and standard deviations were used to describe the demographic profile of the respondents (e.g., age, sex, educational attainment, years of teaching experience, and school location). The mean scores and standard deviations were also used to summarize respondents' perceptions of the leadership styles of their school heads (transformational, transactional, and laissez-faire) and the overall teacher performance ratings.

Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to determine the significant relationship between leadership styles and teacher performance. This test assessed the strength and direction (positive or negative) of the relationship between the variables. Simple Linear Regression

Analysis may have also been applied to measure how much leadership styles predicted or influenced teacher performance. Analysis of Variance (ANOVA) was conducted if necessary to test differences in teacher performance across groups categorized by perceived dominant leadership style

Prior to conducting inferential statistical analyses, tests for normality (such as the Shapiro-Wilk Test) and homogeneity of variance (such as Levene's Test) were performed to validate the assumptions underlying Pearson r, regression, and ANOVA.

All inferential tests used a 0.05 level of significance. A p-value less than 0.05 indicated that the result was statistically significant.

Ethical Considerations
In conducting this study, ethical standards was strictly observed. Participants was informed about the study's purpose, procedures, and their right to withdraw at any time through a signed informed consent form. Confidentiality and anonymity were maintained, with no personal identifiers collected. The data was coded and securely stored. The study ensured no harm to participants, and all findings were presented transparently and honestly. Approval from an ethical review board was sought, and cultural sensitivity was prioritized throughout the process.

RESULTS
Leadership Styles of School Heads
The first research question aimed to identify the dominant leadership style of the school heads. Based on the data collected through the Leadership Styles Questionnaire, the distribution of leadership styles among school heads was as follows:

Table 1: Distribution of Leadership Styles of School Heads

Leadership Style	Frequency	Percentage (%)
Transformational Leadership	108	60%
Transactional Leadership	54	30%
Laissez-Faire Leadership	18	10%

It was found that transformational leadership was the most prevalent style among school heads in the Eastern Samar Division. This leadership style emphasizes motivating and inspiring teachers to achieve their best performance, creating a positive work environment, and fostering professional growth.
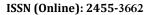
Teacher Performance Levels
The performance of teachers was measured using the Individual Performance Commitment and Review Form (IPCRF). The average teacher performance score was found to be:

Table 2: Teacher Performance Levels

Performance Level	Frequency	Percentage (%)
Excellent	36	20%
Very Satisfactory	90	50%
Satisfactory	54	30%

This indicates that a majority of teachers perceived their performance as very satisfactory (50%), with a smaller percentage (20%) rating themselves as excellent. These results suggest that while the majority of teachers in the division are performing well, there is room for improvement to achieve higher levels of excellence in teaching.

Significant relationship between leadership styles and teacher performance

To answer research question 3 question, a Pearson Product-Moment Correlation was conducted between the school heads' leadership styles and the teacher performance ratings. The results are as follows:

Table 3 Pearson Correlation Coefficients Between Leadership Styles and Teacher Performance

Leadership Style	Teacher Performance	Correlation (r)	Significance (p)
Transformational Leadership	Teacher Performance	0.60	$p < 0.01$
Transactional Leadership	Teacher Performance	0.40	$p < 0.05$
Laissez-Faire Leadership	Teacher Performance	0.10	$p > 0.05$

The correlation between transformational leadership and teacher performance was strong and positive ($r = 0.60$, $p < 0.01$), suggesting that transformational leadership is significantly associated with higher teacher performance. Similarly, transactional leadership also showed a moderate positive relationship with teacher performance ($r = 0.40$, $p < 0.05$). However, laissez-faire leadership had a weak and non-significant correlation ($r = 0.10$, $p > 0.05$), indicating that this leadership style does not have a substantial effect on teacher performance.

CONCLUSIONS

Based the major findings of the study, the following conclusion are hereto made:

1. Transformational leadership was the most dominant leadership style (60%) among school heads in the Eastern Samar Division.
2. The majority of teachers perceived their performance as very satisfactory (50%).
3. A strong positive correlation was found between transformational leadership and teacher performance ($r = 0.60$, $p < 0.01$), indicating that this leadership style has a significant impact on enhancing teacher performance.

RECOMMENDATIONS

On the light of the major findings and the conclusions derived in the study, the following recommendations were hereby proposed:

1. School heads should be trained in transformational leadership techniques to enhance their ability to motivate and inspire their teachers. Workshops and seminars on leadership styles could be organized regularly to develop leadership skills among school leaders.
2. Educational authorities should encourage a collaborative leadership approach where school heads work closely with teachers to set goals, develop teaching strategies, and provide the necessary support. This collaborative approach is consistent with the principles of transformational leadership and is likely to enhance teacher performance.
3. Regular evaluations using performance tools such as the IPCRF should be implemented to provide continuous feedback to teachers. This will allow for the identification of areas where additional support or professional development is needed.
4. While transformational leadership was found to have the greatest impact, transactional leadership practices such as reward systems and recognition programs could be integrated to reinforce positive behaviors and performance among teachers.
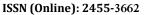
Conflict of Interest

In conducting this study on "The Influence of Leadership Styles on Teacher Performance in the Eastern Samar Division," the researcher affirms that there are no conflicts of interest that could have influenced the design, conduct, or reporting of the study. The researcher, being a member of the educational community in Eastern Samar, is committed to maintaining objectivity and impartiality throughout the research process.

Additionally, the study does not involve any financial or personal relationships that could be seen as influencing the outcomes. All data collection, analysis, and interpretation were carried out in a manner that ensures the research findings are unbiased and solely focused on the investigation of leadership styles and their impact on teacher performance.

The researcher has disclosed any potential conflicts to the research advisory team and has ensured that the study adheres to ethical standards that promote transparency, integrity, and fairness in the academic process.

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