

Influence of School Administrators' Leadership Skills Among Teachers in Palo, Leyte

Leonora M. Mina

leonora.mina001@deped.gov.ph

Cogon Elementary School, Palo II District, Palo, Leyte, 6501, Philippines

Abstract

School administrators play a significant role in shaping the teaching and learning environment in basic education institutions. This study examined the influence of school administrators' leadership skills on teachers' work performance and professional behavior in a public elementary school in Palo, Leyte, during School Year 2025–2026. Grounded in Transformational Leadership Theory and aligned with the Philippine Professional Standards for School Heads (PPSSH), the research utilized a descriptive single-case qualitative design. Ten purposively selected teachers participated in semi-structured interviews, and data were analyzed using Braun and Clarke's thematic analysis. Findings revealed that leadership is practiced through *participative and collaborative decision-making, clear and transparent communication, supportive and approachable engagement, and fair, goal-oriented management*. These practices significantly enhanced *teachers' performance, strengthened professional accountability, and promoted collaborative engagement*. Moreover, the holistic contribution of leadership was reflected in the creation of a *positive school environment, continuous professional growth, and collective commitment* among teachers. The study concludes that effective, supportive, and transformational leadership plays a vital role in improving teacher motivation, professional behavior, and overall school performance. The findings provide empirical evidence to inform leadership development initiatives within the Department of Education in Leyte and similar educational contexts.

Keywords: School Leadership; Transformational Leadership; Teacher Performance; Professional Behavior

1. Introduction

School administrators play a significant role in shaping the overall teaching and learning environment in basic education institutions. Their leadership competence significantly influences teacher morale, instructional quality, and school performance (Haryono et al., 2020). In Palo, Leyte, public schools continue to face challenges in instructional delivery, teacher workload, and organizational coordination, making effective, context-responsive leadership increasingly essential. As teachers serve as frontline implementers of curriculum, the extent to which administrators can guide, motivate, and support them becomes a determining factor in classroom outcomes and school success.

Leadership research worldwide consistently affirms the importance of effective school heads. Transformational Leadership Theory emphasizes leaders who inspire, empower, and stimulate teachers toward professional growth. International studies (Abun et al., 2020) have demonstrated that high-performing schools often have leaders who effectively communicate vision, build relationships, provide instructional guidance, and support teacher well-being. Similarly, Leithwood et al. (2020) report highlight that schools with strong leadership exhibit better teacher engagement and student achievement.

In the Philippine context, the role of school heads is guided by national frameworks such as the Philippine Professional Standards for School Heads (PPSSH), the National Competency-Based Standards for School Heads (NCBSSH), and DepEd's Results-Based Performance Management System (RPMS). Studies across the Philippines confirm that administrator competence is strongly linked to teacher outcomes. De Jesus (2025) found that transformational leadership enhances teacher motivation and instructional commitment. Raralio (2022) reported that instructional supervision practices significantly affect teacher performance. Almarez & Kintanar (2025) also emphasized that effective leadership correlates with higher teacher job satisfaction and an improved

school climate. However, despite these national findings, there is limited evidence of the unique leadership realities in public schools.

Studies within Eastern Visayas at the regional and local levels remain scarce. While Castillo (2025) examined leadership and teacher performance in Samar, finding a positive association between participative leadership and teacher engagement, and explored communication challenges among school administrators in Leyte Division (Cadavez et al., 2025). Local school reports highlight issues such as workload distribution, feedback mechanisms, and varied leadership approaches among school heads. However, these observations have not yet been empirically examined. This presents a critical gap, as the effectiveness of leadership practices can vary significantly depending on factors like community support, school size, cultural expectations, and organizational culture.

Aligned with SDG 4 (Quality Education) and the leadership dimensions outlined in PPSSH, this study integrates both theoretical and empirical foundations to examine how leadership competencies manifest in Palo's public elementary schools (Zamani et al., 2025). By connecting transformational theory with teachers' experiences, this research aims to determine whether administrators' leadership behaviors align with established theoretical constructs and how these behaviors influence teachers' professional behavior and performance. Addressing this gap is vital for informing local capacity-building initiatives, enhancing leadership development programs, and supporting DepEd–Leyte's long-term vision for equitable, high-quality education. Thus, this study examined the teachers' perceptions and experiences regarding the leadership skills of school administrators in a public elementary school in Palo, Leyte, for School Year 2025–2026. Specifically, it sought to: a) describe how teachers perceive and characterize the leadership skills of their school administrators; b) determine how these leadership skills influence teachers' work performance and professional behavior; and c) interpret the holistic contributions of administrators' leadership to the overall school environment as experienced by the teachers.

2. Methodology

2.1. Research Design

This study utilized a descriptive single-case qualitative design (Morrison, 2023) to explore teachers' perceptions and experiences of school administrators' leadership skills in a public elementary school in Palo, Leyte. A qualitative case study is appropriate because it allows an in-depth examination of how leadership practices are experienced, interpreted, and understood by teachers within a real school setting.

2.2. Research Locale

The study was conducted in a public elementary school within the municipality of Palo, Leyte. This school is under the supervision of the Schools Division of Leyte and represents diverse educational settings in terms of school size, resources, and administrative structures. Palo serves as an ideal setting because it reflects both rural and semi-urban conditions, providing a realistic picture of how leadership practices influence teaching environments.

2.3. Research Participants

The participants of the study were public school teachers from a selected public elementary school in Palo, Leyte. A purposive sampling technique was used to identify teachers who met the criteria and could provide rich and relevant data, and ten (10) teachers were selected until data saturation was reached. To ensure meaningful and experience-based insights regarding the leadership skills of their school administrators, participants were required to be full-time teachers assigned to the school, have at least one year of continuous teaching experience under the current administrator, be directly involved in classroom instruction, and be

willing to participate in interviews or discussions. These criteria ensured that participants were familiar with the administrator's leadership practices and could describe how these influenced their professional behavior and work performance. Excluded from the study were newly hired teachers with less than one year under the current administrator, substitute or contractual teachers, administrative or non-teaching personnel, and teachers on extended leave.

2.4. Research Instrument

This study utilized a researcher-developed interview guide composed of three major open-ended questions, each supported by two follow-up probing questions. The instrument was designed to elicit rich, authentic descriptions of teachers' feelings, perceptions, and lived experiences regarding the leadership skills of their school administrators. A one-on-one, semi-structured interview was conducted with each participant, lasting approximately 30–40 minutes to allow for deep reflection and uninterrupted sharing. This format ensured that participants could express their insights freely and comfortably while still providing structure for consistent data collection. To ensure clarity, appropriateness, and content validity, the interview guide underwent expert validation by three specialists in educational leadership, qualitative research, or related fields, and their feedback was used to refine the wording, flow, and relevance of the questions prior to actual data gathering.

2.5. Data Gathering Procedures

The data gathering process for this study was carried out in three phases. In the first phase, the researcher secured formal approval from the Schools Division Office of Leyte and the selected public elementary school in Palo, Leyte, obtained institutional consent, provided informed consent forms to participants, validated the interview guide through three experts, and applied purposive sampling to identify and schedule eligible teachers. In the second phase, semi-structured, one-on-one interviews were conducted in a quiet and interruption-free location within the school, each lasting approximately 30–40 minutes, and were audio-recorded with consent while field notes were taken and confidentiality was maintained through the use of pseudonyms. In the final phase, all interviews were transcribed verbatim and member checking was conducted to ensure accuracy and credibility of the data. The researcher then performed a thematic analysis following Braun and Clarke (2006), and the findings were synthesized and interpreted in relation to existing leadership theories, related literature, and the objectives of the study.

2.6. Data Analysis

The data were analyzed using Braun and Clarke's (2006) Thematic Analysis. After transcribing the interviews, the researcher familiarized themselves with the data by reading the transcripts repeatedly. Initial codes were then generated by identifying meaningful phrases related to leadership skills and their influence on teachers. These codes were grouped to form emerging themes that reflected patterns in teachers' perceptions and experiences. The themes were reviewed and refined to ensure they accurately represented the data, then clearly defined and named to capture their core meanings. Finally, the themes were organized into a coherent narrative that answered the research questions, supported by participant quotations and interpreted in relation to leadership theories and existing literature.

2.7. Ethical Considerations

This study strictly adhered to ethical standards in research involving teachers and school personnel, ensuring that the rights, welfare, and privacy of all participants were protected throughout the research process. Participation was entirely voluntary, informed consent was obtained prior to data collection, and participants were informed that they could withdraw at any time without penalty or negative consequences. Each one-on-one interview lasted approximately 30–40 minutes, and teachers were allowed to reschedule sessions to

accommodate their workload and class schedule. The study posed minimal risks, and although slight discomfort might have arisen when discussing sensitive experiences, the researcher maintained a respectful, confidential, and non-judgmental environment and conducted a brief debriefing after each interview. All information was treated with strict confidentiality through the use of pseudonyms and secure storage of records, findings were shared only in summarized and anonymized form, and participants were assured that their decision to withdraw would not affect their work, status, or relationship with the school or researcher.

2.8 Trustworthiness

The researcher strengthened the trustworthiness of the study examining the impact of school administrators' leadership skills on teachers in Palo, Leyte. Credibility was established through member checking and verbatim quotations that captured teachers' perspectives. Dependability was ensured by maintaining a detailed audit trail of research procedures and analysis. Confirmability was maintained through reflexivity, minimizing researcher bias and grounding findings in participants' accounts. Transferability was supported by offering sufficient context to help readers judge relevance to related settings.

2.9 Reflexivity

The researcher ensured that no personal biases influenced the data collection, analysis, or interpretation of the study's findings. All narratives and responses presented in the study were taken verbatim from the participants to accurately and authentically represent their experiences and perspectives.

3. Results and Discussion

This section presents and discusses the study's findings on the influence of school administrators' leadership skills on teachers in Palo, Leyte. The results were derived from the thematic analysis of teachers' interview responses and are supported by selected verbatim quotations. The themes are interpreted in relation to relevant leadership theories and literature to explain how administrators' leadership skills influenced teachers' professional behavior and work performance.

Description of How Leadership is Practiced by the School Administrators in the Selected School

Theme 1: Participative and Collaborative Leadership

Many participants described the school head as someone who involves teachers in decision-making and values their input. These statements show that leadership in the school is not centralized but shared. Teachers feel that their voices are heard and considered before decisions are made. The repeated mention of involvement, consultation, and collaboration reflects a participative leadership style. Since this idea appeared consistently across participants, it demonstrates a common and established leadership practice in the school. This finding is supported by recent studies which explain that participative leadership enhances teacher involvement and professional growth in schools. Nasser (2019) found that when school leaders apply participative leadership practices, teachers become more engaged and professionally developed. Similarly, Boncillo et al. (2025) emphasized that participative approaches in educational institutions strengthen collaboration, shared responsibility, and collective decision-making among stakeholders. Below are the significant responses of the participants:

Significant response 1: "In our school, our school head's leadership is very supportive and open. She is not the type who makes decisions in a purely top-down manner; she often consults us, especially when it comes to important decisions in the school."
[P₁, L₁₂₋₁₄]

Significant response 2: “For me, our school head is very hands-on and decisive. Whenever there is a problem in the school, she acts quickly and immediately gives clear instructions on what needs to be done. At the same time, she knows how to listen to the teachers’ side before finalizing decisions.” [P₂, L₁₇₋₁₉]

Significant response 3: “She communicates clearly and ensures that teachers are involved in discussions and decision-making.” [P₄, L₂₀₋₂₁]

Significant response 5: “She makes time to consult teachers and considers our suggestions.” [P₉, L₄₀]

Theme 2: Clear and Transparent Communication

Many participants mentioned how she “communicates clearly” and keeps them informed about important matters. This shows that communication is not only present but consistently practiced in the school. Teachers appreciate being properly informed because it helps them understand expectations and directions more clearly. When leaders communicate openly and transparently, misunderstandings are minimized, and trust is strengthened. In this case, teachers expressed that they feel more confident and secure in their roles because expectations are clearly explained. The repetition of similar statements across participants confirms that clear communication is a strong and consistent leadership practice in the school. This finding is supported by recent studies which emphasize that transparent communication from school leaders helps build trust and improves collaboration within the organization (Palmer, 2021). Likewise, research shows that effective leadership communication contributes to stronger organizational performance and a positive working environment (García-Morales et al., 2020). These studies reinforce what the participants shared about their experiences.

Significant response 1: “She communicates clearly and makes sure we are informed about important matters.” (P₁, L₈₋₉)

Significant response 2: “She clearly communicates expectations and ensures that everyone understands their roles and responsibilities.” (P₇, L₃₃₋₃₄)

Significant response 3: “Her leadership style is fair and transparent, which helps build trust and respect among teachers.” (P₈, L₃₇₋₃₈)

Theme 3: Supportive and Approachable Leadership

Participants frequently described the school head as approachable, supportive, and open to suggestions. The repeated use of words like “listens,” “approachable,” “guidance,” and “support” indicates that teachers experience a caring and responsive leadership style. This theme highlights emotional support and accessibility. Teachers do not see the school head as distant, but rather as someone willing to assist, guide, and work alongside them. The recurrence of these ideas across participants shows that this supportive approach is consistently practiced in the school. Supportive leadership is strongly associated with positive teacher experiences and school climate. Recent studies have shown that when school leaders demonstrate care, provide guidance, and remain accessible, teachers report higher job satisfaction and stronger organizational commitment (Collie, 2021). Similarly, Skaalvik and Skaalvik (2020) found that supportive leadership reduces teacher stress and promotes professional well-being. These findings align with the participants’ experiences, where the school

head's approachability and assistance contribute to a positive and collaborative work environment. Below are the significant responses of the participants:

Significant response 1: "Our school head practices leadership by being active, approachable, and open to ideas and suggestions from teachers." (P₃, L₁₅₋₁₆)

Significant response 2: "She is approachable, open to suggestions, and actively listens to our concerns." (P₄, L₂₀)

Significant response 4: "The school head ensures that tasks are clearly assigned and that teachers receive the assistance they need." (P₁₀, L₄₂₋₄₃)

Significant response 5: "Our school head practices leadership by promoting teamwork and harmony among teachers." (P₆, L₂₈₋₂₉)

Theme 4: Fair, Professional, and Goal-Oriented Leadership

The final theme reflects fairness, accountability, professionalism, and clear direction. Participants described the school head as fair in resolving issues and professional in managing the school. Words such as "role model," "goal-oriented," "accountability," and "resolves issues fairly" indicate structured and principled leadership. This theme highlights that leadership in the school is not only supportive but also firm, organized, and guided by clear standards. Since similar descriptions were consistently expressed throughout the interviews, no new dimensions of leadership practice emerged, confirming thematic saturation. This finding aligns with contemporary research on effective school leadership. Pardosi and Utari (2022) emphasized that successful school leaders provide clear direction, establish goals, and model professional behavior to guide teachers toward improved performance. Likewise, leadership characterized by fairness and accountability strengthens teachers' trust and organizational commitment (Polatcan & Cansoy, 2019). When leaders resolve issues fairly and promote accountability, they create a stable and professional working environment, which supports both teacher effectiveness and school improvement. Below are the significant responses of the participants:

Significant response 1: "When problems arise, she works with us to find solutions. Because of this, we feel supported and valued as teachers." (P₁, L₉₋₁₀)

Significant response 2: "She listens to teachers' concerns, involves us in discussions, and resolves issues fairly." (P₂, L₁₃₋₁₄)

Significant response 3: "She leads with confidence and serves as a role model." (P₅, L₂₄)

Significant response 4: "Our school head practices leadership by being organized and goal-oriented." (P₇, L₃₃)

Significant response 5: "She promotes accountability while maintaining a positive working environment." (P₁₀, L₄₄)

Influence of the School Head's Leadership on Teachers' Work Performance and Professional Behavior

Theme 1: Enhanced Performance

Participants consistently expressed that the school head's leadership improves their work performance. They described feeling more motivated, confident, and inspired to perform their duties effectively. Her guidance, encouragement, and constructive feedback help teachers strive for continuous improvement. The responses suggest that leadership directly contributes to improved productivity and professional growth. When the school head provides clear direction, recognizes efforts, and encourages development, teachers become more driven to excel. Motivation and performance are strengthened because teachers feel supported and guided. The repeated mention of improvement, motivation, and confidence indicates that enhanced performance is a strong and consistent outcome of her leadership. This finding is supported by recent research on educational leadership. Gading (2024) emphasized that effective school leadership significantly influences teacher performance by providing clear goals, direction, and instructional support. Similarly, Erdel and Takkac (2020) found that leadership practices such as guidance, feedback, and professional encouragement positively affect teachers' motivation and classroom effectiveness. Furthermore, Supportive leadership contributes to higher teacher engagement and improved work performance (Hermanto, & Srimulyani, 2022). Below are the

significant responses of the participants:

- Significant response 1: "Her leadership motivates me to do my best and be more responsible in my work." (P₁, L₄₇)*
- Significant response 2: She provides clear direction and constructive guidance, which helps us improve and become more accountable in our work. (P₂, L₅₂₋₅₃)*
- Significant response 3: "Her guidance and encouragement inspire us to do our best and work harder." (P₃, L₅₇)*
- Significant response 4: "Her support and constructive feedback help me improve my work performance." (P₉, L₈₃₋₈₄)*

Theme 2: Professional Accountability

Another strong theme that emerged is accountability and responsibility. Participants shared that the school head's leadership strengthens their sense of discipline, professionalism, and commitment to their duties. Leadership influences not only performance but also professional behavior. Teachers become more responsible and accountable when expectations are clearly communicated and modeled by the school head. Words such as "responsible," "accountable," "disciplined," and "focused" were repeatedly mentioned. This indicates that leadership fosters a culture of responsibility where teachers take ownership of their roles and maintain professional standards. This finding is supported by existing research on educational leadership. Liu and Watson (2023) emphasized that leadership grounded in fairness, clarity, and accountability strengthens teachers' organizational commitment and professional responsibility. Similarly, Webster & Litchka (2020) highlighted that successful school leaders influence teachers' professional behavior by setting clear expectations, modeling standards, and promoting a culture of responsibility. When leaders consistently communicate expectations and demonstrate professionalism, teachers are more likely to internalize these values and reflect them in their daily practices. Below are the significant responses of the participants:

- Significant responses 1: "She recognizes our efforts and encourages us to improve, which increases our confidence and dedication." (P₁, L₄₇₋₄₈)*
- Significant responses 2: "She provides clear direction and constructive guidance, which helps us improve and become more accountable in our work." (P₂, L₅₂₋₅₃)*
- Significant responses 3: "Her guidance helps us become more professional and responsible in fulfilling our duties." (P₅, L₆₇₋₆₈)*

Theme 3: Collaborative Engagement

Participants also highlighted how the school head's leadership promotes teamwork, cooperation, and mutual support among teachers. They described a culture of collaboration where teachers work together toward common goals. The findings indicate that leadership influences collective behavior within the school. By encouraging participation, recognizing contributions, and promoting teamwork, the school head fosters strong working relationships. Teachers feel more cooperative, proactive, and committed to shared objectives. The consistent mention of teamwork and collaboration confirms that leadership strengthens professional engagement at both individual and group levels. This finding is supported by contemporary leadership research. Friesen and Brown (2022) emphasized that effective school leaders build collaborative cultures by promoting shared goals and collective responsibility among teachers. Similarly, distributed and collaborative leadership practices enhance teamwork, professional engagement, and school improvement (Nadeem, 2024). When school leaders intentionally foster collaboration and mutual support, teachers are more likely to participate actively, demonstrate initiative, and maintain strong professional relationships. Below are the significant responses of the participants:

- Significant response 2: "Her supportive and collaborative approach fosters professionalism, teamwork, initiative, and commitment among teachers." (P₂, L₅₃₋₅₄)*
- Significant response 3: "She encourages initiative and active participation in school programs,*

which strengthens our commitment to our work.” (P₆, L₇₂₋₇₃)

Significant response 4: “She promotes a culture of collaboration and mutual support, which improves our working relationships.” (P₁₀, L₈₆₋₈₇)

Significant response 5: “Her professionalism influences us to maintain respect and strong work ethics.” (P₉, L₈₄₋₈₅)

Holistic Contribution of the School Head’s Leadership as Experienced by Teachers

Theme 1: Positive Environment

One of the strongest patterns in the responses is the creation of a positive and supportive work environment. Teachers repeatedly described the school as encouraging, collaborative, organized, and motivating. The school head’s leadership fosters an atmosphere where teachers feel appreciated, supported, and guided. This positive environment reduces stress, builds confidence, and allows teachers to focus on their responsibilities effectively. The repetition of words such as supportive, encouraging, collaborative, positive, and productive shows that the leadership contributes significantly to a healthy school climate. This finding aligns with existing research on school leadership and organizational climate. Chen (2022) found that supportive principal leadership contributes to lower teacher stress and higher levels of work engagement. Similarly, Shala et al. (2024) emphasized that effective school leaders shape positive school climates by providing direction, encouragement, and emotional support to teachers. When leaders intentionally cultivate a supportive and collaborative atmosphere, teachers are more likely to experience job satisfaction and maintain high levels of performance. Below are the significant responses of the participants:

Significant response 1: “Her way of leading makes our work environment more supportive and encouraging.” (P₁, P₉₁₋₉₂)

Significant response 2: “The school head’s leadership creates a positive and collaborative environment in our school.” (P₂, L₉₅₋₉₆)

Significant response 3: “Her support and guidance help create a motivated and productive work environment.” (P₃, L₁₀₀₋₁₀₁)

Significant response 4: “It creates a well-organized and supportive school environment where teachers can focus on their work.” (P₇, L_{118 - 119})

Theme 2: Professional Growth

Another important theme that emerged is professional growth. Participants shared that the school head’s leadership helps them improve their performance, strengthen their confidence, and continuously develop their skills. Teachers feel more motivated and inspired to perform better because of her guidance and encouragement. Growth is not only reflected in teachers’ work performance but also in their mindset, self-confidence, and commitment to ongoing improvement. The repeated references to improvement, confidence, motivation, and development indicate that leadership plays a key role in fostering continuous professional advancement. This finding is supported by existing research on educational leadership. Makuachukwu (2023) emphasized that effective school leadership significantly influences teacher learning and professional development by providing direction, support, and meaningful feedback. Similarly, Magdaraog (2025), widely cited in recent leadership studies, highlighted that instructional guidance and supportive feedback from school leaders contribute to teacher growth and improved instructional practices. Below are the significant responses of the participants:

Significant response 1: “I feel appreciated and motivated to do my best every day.” (P₁, L₉₁₋₉₂)

Significant response 2: “I feel more committed to my responsibilities and encouraged to continuously improve my performance.” (P₂, L₉₇₋₉₈)

Significant response 3: “She inspires teachers to perform well and continuously improve.”

(P₃, L₁₀₁₋₁₀₂)

Significant response 4: *"Her guidance and encouragement help improve my teaching practices and strengthen my confidence."* (P₆, L₁₁₄₋₁₁₅)

Significant response 5: *"Because of her leadership, we have experienced growth and positive changes over time."* (P₅, L₁₁₀)

Theme 3: Collective Commitment

The third theme highlights unity, teamwork, and shared responsibility within the school. Teachers emphasized collaboration, cooperation, and working together toward common goals. The school head's leadership promotes trust, professionalism, and a strong sense of purpose among teachers. As a result, teachers feel more united and committed not only to their individual tasks but also to the school's overall success. This demonstrates that leadership influences both individual and collective engagement. Recent studies on collaborative and distributed leadership support this finding. Bayer (2021) emphasized that successful school leadership fosters collective responsibility and shared commitment among teachers, which strengthens school improvement efforts. Similarly, Harris and Jones (2020) explained that collaborative leadership practices build trust, enhance teamwork, and promote collective efficacy within schools. When school leaders intentionally cultivate unity and shared purpose, teachers are more likely to engage cooperatively and remain committed to achieving institutional goals. These scholarly perspectives align with the participants' shared experiences of strengthened teamwork and professional solidarity.

Significant response 1: *"It has strengthened teamwork and cooperation in our school."* (P₈, L₁₂₁₋₁₂₂)

Significant response 2: *"Her leadership helps maintain a positive atmosphere where everyone works together toward success."* (P₉, L₁₂₅₋₁₂₆)

Significant response 3: *"Because of her leadership, we experience growth, unity, and a stronger sense of purpose as a team."* (P₁₀, L₁₂₈₋₁₂₉)

Significant response 4: *"She maintains good relationships with stakeholders and makes decisions that help the school improve."* (P₅, L₁₀₉₋₁₁₀)

The findings of the study show that the school administrators' leadership skills significantly influence teachers' professional behavior and work performance in the selected school in Palo, Leyte. Leadership is practiced through participative decision-making, clear communication, supportive engagement, and fair, goal-oriented management. These practices enhance teachers' motivation, confidence, accountability, and overall performance. Teachers also experience a positive work environment, continuous professional growth, and strengthened collaboration as a result of the school head's leadership. Overall, the study demonstrates that effective and supportive leadership contributes to both individual development and collective commitment within the school.

4. Conclusion

This study concludes that the leadership skills of school administrators in the selected school in Palo, Leyte are effectively practiced and significantly experienced by teachers across all Statements of the Problem (SOPs). In relation to SOP 1, leadership is practiced through *Participative and Collaborative Leadership, Clear and Transparent Communication, Supportive and Approachable Leadership, and Fair, Professional, and Goal-Oriented Leadership*, demonstrating that the school head fosters shared decision-making, open communication, emotional support, and structured management. These findings strongly align with Transformational Leadership Theory, which emphasizes inspiring, guiding, and empowering teachers toward professional growth, while also reflecting elements of participative and instructional leadership. These leadership practices directly address SOP 2, as they result in *Enhanced Performance, Professional Accountability, and Collaborative Engagement*, where teachers become more motivated, responsible, confident, and committed to their roles. Furthermore, in response

to SOP 3, the findings reveal the holistic contribution of leadership through the development of a *Positive Environment, Professional Growth, and Collective Commitment* within the school community. Therefore, the study affirms that effective, supportive, and principled leadership not only improves teachers' professional behavior and work performance but also strengthens unity, trust, and sustained school improvement.

5. Recommendations

It is recommended that school administrators continue to strengthen participative, supportive, and transformational leadership practices by consistently involving teachers in decision-making, maintaining clear and transparent communication, and providing instructional guidance and professional support. The Department of Education may also enhance leadership development programs aligned with the Philippine Professional Standards for School Heads (PPSSH) to further cultivate administrators' competencies in fostering teacher motivation, accountability, and collaboration. Additionally, regular leadership training, mentoring, and performance feedback mechanisms may be implemented to sustain a positive school climate and promote continuous professional growth among teachers. Future researchers may also explore similar studies in other districts within Eastern Visayas to compare leadership practices and expand empirical evidence on effective school leadership in diverse contexts.

Acknowledgements

The researcher sincerely expresses profound gratitude to Leyte Normal University (LNU) and its Community Extension Services Office, particularly through the PURPPLE (Profound Understanding of Research Production and Publication for Learning Educators) Extension Project, for their steadfast support and meaningful contributions to the successful completion of this study. Deep appreciation is extended to the Department of Education – Leyte Division, under the leadership of Schools Division Superintendent Dr. Mariza S. Magan, for cultivating a strong culture of research excellence and continuous professional development among educators. Special recognition is accorded to Dr. Fabiana P. Peñeda, Project Leader and Mentor of the PURPPLE Project, for her visionary leadership, expert mentorship, and unwavering dedication to advancing educators' research competence. The researcher likewise acknowledges the collaborative guidance and commitment of the PURPPLE mentors—Dr. Thea A. Ticoy, Mrs. Candace Kaye N. Rabuya, and Mrs. Majejan R. Placigo—whose collective efforts greatly contributed to the effective implementation of the project. Grateful acknowledgment is also given to the Public Schools District Supervisor of Palo II District, Mr. Philip L. Teraza, for his valuable support and guidance, and to the researcher's family for their constant encouragement, understanding, and inspiration throughout this academic endeavor. Finally, heartfelt appreciation is extended to the teacher-participants and the entire community of Cogon Elementary School for their active participation, cooperation, and insightful contributions, which made this study both meaningful and possible.

AI Acknowledgements

The researcher acknowledges the use of artificial intelligence (AI) tools, specifically ChatGPT, in assisting with language refinement, organization of ideas, and enhancement of academic writing throughout the preparation of this manuscript. The AI tool was utilized to improve clarity, grammar, structure, and coherence of the text while ensuring alignment with scholarly standards. All interpretations, analyses, conclusions, and final decisions remain the intellectual responsibility of the researcher.

References

- Abun, D., Basilio, G. J. Q., Magallanes, T., Quadra, M. B., & Encarnacion, M. J. (2020). Transformational leadership style of supervisors/heads as perceived by the employees and the attitude of employees toward the school. *Technium Soc. Sci. J.*, 13, 357.

- Almarez, C., & Kintanar, D. G. N. (2025). Examining The Effects of Motivation and Organizational Support on Teachers' Pedagogical Teaching Strategies: CONVERGENT DESIGN. *Southeast Asian Journal of Multidisciplinary Studies*, 4(5).
- Bayer, D. T. (2021). Effects of Innovative School Leadership Practices With the Goal of Promoting Collective Teacher Efficacy Through Creating a Collaborative Working Environment: A Literature Review.
- Boncillo, R., Badillos, L., & Bulacan State University. (2025). *Enhancing leadership: A systematic review on the effectiveness of participative approach in educational institutions*. Zenodo. <https://zenodo.org/records/15333901>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Cadavez Jr, A. G., Hungo, M. O., & Casinillo, L. F. (2025). School administrators' knowledge, understanding, and commitment to the core values of the Department of Education. *Ho Chi Minh City Open University Journal of Science-Social Sciences*, 15(2), 3-23.
- Castillo, R. G. (2025). Managerial Skills of School Heads and Teachers' Work Performance in Capul District, Northern Samar Division.
- Chen, Q. (2022). The relationship between principal's leadership style and teachers' work engagement in Hainan, China during COVID-19. *Frontiers in Educational Research*, 5(6), 32-36.
- Collie, R. J. (2021). COVID-19 and teachers' somatic burden, stress, and emotional exhaustion: Examining the role of principal leadership and workplace buoyancy. *AERA Open*, 7, 1-15. <https://doi.org/10.1177/2332858420986187>
- De Jesus, R. J. C. (2025). Transformational Leadership Practices of Public-School Heads and Self-Efficacy of Teachers.
- Erdel, D., & Takkaç, M. (2020). Teacher leaderFriesen, S., & Brown, B. (2022). Teacher leaders: Developing collective responsibility through design-based professional learning. *Teaching Education*, 33(3), 254-271.
- Eckert, J., & Morgan, G. (2023). Collective Leadership: A Catalyst for School Improvement. *Education Policy Analysis Archives*, 31(80), n80.
- Gading, S. J. L. (2024). Instructional leadership practices of the school heads to improve teachers' performance. *United International Journal for Research & Technology*, 5(6), 89-119.
- García-Morales, V. J., Jiménez-Barrionuevo, M. M., & Gutiérrez-Gutiérrez, L. (2020). Transformational leadership influence on organizational performance through organizational learning and innovation. *Journal of Business Research*, 109, 508-517. <https://doi.org/10.1016/j.jbusres.2019.12.025>

- Harris, A., & Jones, M. (2020). COVID-19 – School leadership in disruptive times. *School Leadership & Management*, 40(4), 243–247.
<https://doi.org/10.1080/13632434.2020.1811479>
- Haryono, S., Amrullah, N. I. H., & Surah, S. (2020). The effect of principal leadership and teacher competence on teacher performance: The role of work motivation. *International Journal of Business Marketing and Management (IJBMM)*, 5(4), 9-14.
- Hermanto, Y. B., & Srimulyani, V. A. (2022). The role of servant leadership and work engagement in improving extra-role behaviour and teacher performance. *International Journal of Productivity and Quality Management*, 35(1), 57-77.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School leadership & management*, 40(1), 5-22.
- Liu, Y., & Watson, S. (2023). Whose leadership role is more substantial for teacher professional collaboration, job satisfaction and organizational commitment: a lens of distributed leadership. *International Journal of Leadership in Education*, 26(6), 1082-1110.
- Magdaraog, R. B. (2025). Influence of Instructional Leadership Practices of School Heads on Teachers' Motivation and Competence. *United International Journal for Research & Technology*, 6(4), 10-34.
- Makuachukwu, S. (2023). A study on the effects of professional development on teacher leadership skills. *Journal of Asian Multicultural Research for Educational Study*, 4(2), 24-31.
- Morrison, J. B. (2023). *A Descriptive Single Case Study on Teacher Perceptions of a Virtual Learning Environment* (Doctoral dissertation, Northcentral University).
- Nadeem, M. (2024). Distributed leadership in educational contexts: A catalyst for school improvement. *Social Sciences & Humanities Open*, 9, 100835. ship inside the classroom: Implications for effective language teaching. *International Journal of Curriculum and Instruction*, 12, 467-500.
- Nasser, F. M. A. (2019). The application degree of participative school leadership at Al-Ihsa Governorate and its correlation with teachers' professional development. *International Education Studies*, 12(12), 101–110. <https://doi.org/10.5539/ies.v12n12p101>
- Palmer, R. A. (2021). Building a culture of trust: An imperative for effective school leadership. *Journal of Adventist Education*, 83(1), 4.
- Pardosi, J., & Utari, T. I. (2022). Effective principal leadership behaviors to improve the teacher performance and the student achievement. *F1000Research*, 10, 465.
- Polatcan, M., & Cansoy, R. (2019). The relationship between school principals' leadership and teachers' organisational commitment: a systematic review. *Bartın University Journal of Faculty of Education*, 8(1), 1-31.
- Raralio, J. S. (2022). Work engagement, job satisfaction, and teaching performance of elementary

teachers in the new normal. *AIDE Interdisciplinary Research Journal*, 2, 220-241.

Shala, L., Mehmeti, S., Shabani, A., & Qerimi, M. (2024). Key Management Factors and Strategies for Creating A Positive School Climate. *Pakistan Journal of Life & Social Sciences*, 22(2).

Skaalvik, E. M., & Skaalvik, S. (2020). Teacher burnout: Relations between dimensions of burnout, perceived school context, job satisfaction, and motivation for teaching. *Teaching and Teacher Education*, 69, 1–10. <https://doi.org/10.1016/j.tate.2017.09.007>

Webster, K., & Litchka, P. (2020). Planning for Effective School Leadership: Teachers' Perceptions of the Leadership Skills and Ethical Behaviors of School Principals. *Educational Planning*, 27(1), 31-47.

Zamani, M., Rungsuk, A., & Prempeh, G. K. (2025). Integration of SDG 4 and Leadership in Education: A Pathway to Inclusive and Quality Learning. *Advances in Consumer Research*, 2, 5080-5084.