

Leadership and Competence among School Heads in Zamboanga City Division: Its Influence to the School Performance

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ABSTRACT

The primary goal of the study was to determine the common leadership styles and levels of leadership competence that respondents' school heads demonstrated in their work environments. Additionally, this sought to determine the school performance in national achievement test results and provide answers if school heads leadership styles and competence significantly influence schools' performance. This study employed a descriptive-quantitative research design, modified and adapted survey questionnaire was used in evaluating the data. It utilized a cluster random sampling technique. The findings showed that transformational leadership got the highest frequency, task and assignment management competency had the highest overall mean, while influence of school head leadership style and competency is not significant. It was concluded that the common leadership style used by the school heads was transformational leadership according to the teacher respondents where it enables them to innovate and bring about change within a particular school organization. It was determined that outside the leadership competency of the school heads in operational schools are needed to be taken into account in order to deliver a favorable percentage rating. It was determined that while school heads' leadership styles and competence were not a direct predictor of school success which are essential components in the relationship between their leadership styles and NAT performance. It was recommended, before implementing leadership styles appropriate in the different workplaces, school heads should take into account their working environment and have a thorough understanding of their personnel. to prevent disputes between employees and subordinates.

Keywords: Influence, Leadership Styles, School Competence, School Heads Competence, School Performance

INTRODUCTION

Leadership styles involve influencing, directing, and guiding others' actions toward achieving specific objectives. These styles include autocratic, democratic, laissez-faire, transformational, and transactional leadership. Autocratic leaders give directives and provide a clear path for the company but may overlook team input. Democratic leaders encourage team participation in decision-making, with all members contributing equally. Laissez-faire leaders adopt a hands-off approach, allowing group members to make decisions (Iqbal, Anwar, and Haider, 2015; Cherry, K. 2006). Transactional leaders use rewards and penalties to ensure compliance, focusing on maintaining the status quo rather than initiating changes. In contrast, transformational leaders inspire and motivate followers, enhance their performance, and align their sense of identity with the organization's goals (Lai, 2011).

Also, leadership competence, crucial for effective leadership, includes components like environmental awareness, strategic thinking, application of professional knowledge, interpersonal relationship management, and task and assignment management. These competencies are vital for organizational development and success (Shih et al., 2009; Sergiovanni, 1998).

Viernes et al. (2018) identified three traditional leadership styles: laissez faire, democratic (participative), and autocratic. In autocratic leadership, a single individual holds all authority, typically attained through coercion or directives. This style is suitable for environments where members desire involvement in decision making

but may not be appropriate for situations with constant turnover or limited resources for decision-making. Participative leaders distribute responsibilities and authority among group members, fostering collaborative decision-making. Delegative leadership involves minimal interference in decision-making, with each member responsible for objectives and problem-solving. This style is suitable for experienced and self-motivated members but may not be suitable for those requiring guidance or supervision.

School performance is often measured by students' academic results in local, regional, national, and international exams, where teachers' instruction plays a key role. Students' academic performance is typically gauged using their grade point average (Torres and Rodríguez, 2006; Lamas, 2015).

More so, in the locality of the researcher, there is a lack of clear data on the specific leadership styles and competencies employed by school heads in managing large public secondary schools in the Zamboanga City division and their impact on school performance, particularly in terms of national achievement test (NAT) results which may encounter some gaps in terms of the school performances. This gap has become an essential element for an effective leadership and having competence in the emerging school management.

This study aimed to delve into the current performance of public secondary schools in the Zamboanga City division by examining their National Achievement Test (NAT) results. It also explored teachers' preferences for leadership styles and competencies that they believed contributed to school success. Additionally, the study sought to determine whether the leadership competencies of school heads influenced and motivated teachers, thereby enhancing overall school performance. The researcher hoped that the findings would provide valuable insights and serve as a guide for aspiring school heads, highlighting the crucial role of effective leadership in prioritizing and improving school welfare and performance.

LITERATURE REVIEW

DepEd Order No. 30, series of 2017, outlining the Guidelines for Work Immersion, was issued on June 5, 2017 by Secretary Leonor Magtolis Briones. It was distributed to dignitaries, heads of public and private elementary and secondary schools, and all other relevant stakeholders, instructing them to adhere to the provisions detailed in the guidelines as a framework for implementing work immersion programs in Senior High Schools nationwide.

Leadership Styles Theory Beyond Engaging Trends. Nanjundeswaraswamy and Swamy (2014) asserted that leadership style significantly impacts organizational performance and influences organizational culture. To achieve organizational objectives, leaders must engage the voluntary cooperation of their subordinates through social influence. Different leadership philosophies can affect organizational effectiveness. Transformational leadership, in particular, is a strong predictor of job satisfaction and overall satisfaction. A competitive and innovative culture positively impacts organizational performance. Leaders are those who delegate tasks or motivate others to achieve goals. In today's fast-changing global environment, effective leaders who understand these dynamics are crucial for organizational success. The study also indicated that democratic leaders can work effectively with small, highly motivated teams by involving all members in discussions.

Mitonga-Monga, Coetzee, and Cilliers (2012) emphasized that leadership styles are a significant social phenomenon and an important topic for academic study. Despite extensive writing on the subject, there is no consensus on the best 7 methods for developing and applying leadership, nor is there a dominant paradigm for studying it or a widely accepted definition. Leadership styles involve a reciprocal process of social influence and transaction between leaders and subordinates to achieve organizational objectives. These styles are characterized by a combination of traits, skills, and behaviors that leaders use in their interactions with subordinates.

Schimmoeller (2010) explained that leadership styles and organizational culture are interdependent. Effective leaders must consider the underlying assumptions, attitudes, and beliefs that form an organization's culture. Leaders with high emotional intelligence can understand the feelings of followers and the impact of organizational culture on situations. This understanding helps leaders select appropriate leadership styles.

Dyczkowska et al. (2018) noted that in the rapidly evolving business landscape of small and medium-sized enterprises (SMEs), leadership becomes even more critical, especially when these changes are compounded by the transformation of entire economies, such as in post-socialist countries joining the Common Market. SMEs cannot compete with larger companies solely through resource allocation; thus, transformational leadership is essential for organizational change processes.

Moreover, Dalluay and Jalagat (2016) emphasized that effective leadership enhances workers' productivity and job satisfaction. Organizations choose from various leadership philosophies, including transformational, laissez-faire, and autocratic styles, based on their unique circumstances and culture. These leadership styles are particularly relevant in small enterprises, where organizational atmosphere and culture play a significant role.

Quinto et al. (2020), citing Bass and Steidlmeier (1998), highlighted transformational leadership, characterized by a leader's charisma, idealized influence, and ability to inspire others. This style involves presenting a compelling vision, setting challenges, and offering personal development opportunities tailored to individual needs. Regarding leadership styles in management, Verbo, Fernando, and Cabrera (2023), referencing Cranston (2001), emphasized the multifaceted nature of a school administrator's leadership style, which shapes the school's culture and guides organizational operations towards shared objectives.

Similarly, Perez and Lumaad (2021), citing Cezmi and Toprak (2014), stressed that management and leadership guide organizational actions towards shared objectives. School administrators must integrate various leadership and management abilities to navigate the evolving educational landscape and shape the school's culture effectively. Leadership styles adopted by school administrators play a crucial role in inspiring teams to achieve the organization's goals.

Sundi (2013) conducted a study on the influence of transformational and transactional leadership on employee performance in the Konawe Education Department, finding positive impacts on work motivation and personnel performance. Gobaw (2017) emphasized the significance of transformational leadership, particularly evident in women leaders, focusing on moral and ethical qualities and human aspects. Education and leadership training were identified as crucial for developing strong leadership skills. Aunga and Masare (2017) observed a preference for democratic and transformational leadership styles among secondary school principals in the Wadajir area, leading to improved pupil and staff performance.

Ouma, Lucy, and John (2015) concluded that school leadership styles affect both teacher and student performance, with autocratic styles hindering academic achievement. Jones and Bekhet (2015) noted a common use of transformational leadership among middle-aged male executives in Egypt, which helped overcome workplace challenges. Rad and Yarmohammadian (2016) highlighted the importance of participatory leadership in promoting employee job satisfaction, with leadership style choice influenced by organizational culture and employee maturity. Mitonga Monga, Coetzee, and Cilliers (2012) found that task-driven and human-oriented leadership styles influence employee participation and organizational perceptions.

Leadership Styles of Common Heads. According to Cunningham, Salomone, and Wielgus (2015), democratic leaders involve employees in discussions about potential business opportunities and new issues. This approach fosters trust, leading to increased dedication and willingness among workers to share their ideas. The democratic method promotes actions that ensure excellence.

Conversely, Dyczkowska et al. (2018) found that authoritarian leadership is more prevalent than democratic leadership in smaller companies. This is problematic because SMEs benefit from intellectual stimulation, which promotes creative thinking and innovation. SMEs, less constrained by formalized structures and procedures, can adapt more flexibly to changing business environments. Employees in small groups, who know each other well, feel a greater sense of obligation to perform since their efforts are easily observed and appreciated.

In the context of laissez-faire leadership, Sharma and Singh (2013) highlighted that this style provides minimal direction, granting employees maximum freedom to set goals, make decisions, and solve problems independently.

Silva and Mendis (2017), referencing Burns (1978), stated that transformational leaders ensure followers understand the importance of the organization's objectives and values, devising strategies to help them achieve these goals. By appealing to higher-order needs, transformational leaders inspire followers to prioritize organizational goals over self-interests. They appeal to higher ideals and moral values, raising expectations and motivating greater effort and performance, thereby building commitment to the organization's mission and objectives.

Kuantan (2015) noted that each leadership style has its advantages and disadvantages. The influence of situational factors on leadership outcomes needs to be examined. Questions arise about why transformational leadership tends to be more effective than transactional leadership across various business contexts and how these leadership styles would respond in critical situations. Expanding the understanding of these concepts requires more empirical research.

Jony (2019) concluded that democratic leadership positively impacts organizational effectiveness, while Laissez Faire Leadership has little effect on success. Jaafar, Zambi, and Fathil (2021) found that program coordinators with more teaching experience demonstrate more democratic leadership, promoting employee connections. Rappe and Zwick (2017) discovered that greater leadership competence among managers correlates with job satisfaction and improved managerial interactions. Shih et al. (2019) emphasized the positive impact of chief executive directors' leadership competency on operational performance.

Sengupta and Maji (2010) found that environmental consciousness, rather than gender, significantly influences environmental behavior. Tavitiyaman, Weerakit, and Ryan, B. (2014) identified communication skills, ethics, team building, and leadership competence as crucial for general managers, with age, education, hotel rating, and location impacting leadership criteria. Lastly, Shen et al. (2021) linked shifts in academic achievement to principal leadership techniques, with teachers' perceptions of leadership styles influencing school procedures and academic success.

Leadership Competence as Management Practices in an Organizations. Battilana et al. (2010) indicated that managers' leadership competencies involve the ability to lead effectively in both person-oriented and task-oriented ways. This includes emphasizing various tasks related to implementing organizational change, such as explaining the need for change, rallying support, and assessing the execution of the change.

Similarly, Gajdzik et al. (2021) emphasized that leadership competency encompasses the capacity to manage others' actions to achieve organizational objectives, as well as the ability to inspire, motivate, and influence others. Successful leadership requires certain competencies to effectively carry out duties, and the success of a firm heavily depends on the leader's competencies and leadership style. A leader's authority and influence must be recognized and respected by their subordinates to be effective.

Gunawan, Suroso, and Syarief (2022) highlighted that leadership competence is crucial for management, where the organization values staff competency, leadership, and technological know-how. Effective management of 10 these elements is vital for enhancing the business's operational performance. Improved leadership, personnel competency, and technology lead to better operational performance, helping the organization meet its business objectives.

In the realm of leadership and competence, Indal and Arriola (2022) describe leadership as the process by which a leader persuades subordinates to pursue a goal. Scholars have characterized leadership based on traits, actions, roles, relationships, perceptions, influence, and culture. Management, a subset of leadership, involves ensuring that an organization's resources and processes remain available and functional. As managers, leaders are tasked with maintaining environmental equilibrium and directing all operations towards efficiently achieving the agency's objectives. Additionally, management is responsible for upholding integrity, preserving environmental harmony, and fostering collaboration among staff members to achieve shared goals.

Similarly, Macasa, Acosta, and Malagapo (2019) emphasize the importance of qualified and competent school leaders, such as principals, vice-principals, department/unit heads, and coordinators, in every school. These leaders play a crucial role in establishing policies and procedures that serve as the foundation for effective

institutional management and direction. The quality of leadership competencies significantly influences a school's ability to fulfill its vision, mission, goals, and objectives.

Pricellas et al. (2016), referencing Baltazar et al. (2004), elucidated on the distinction between leadership and management, asserting that while possessing leadership qualities is crucial for managerial success, a competent manager doesn't need to be a proficient leader. They emphasized that a manager and a leader are distinct roles; a leader is evaluated based on their ability to inspire others to work towards a goal, whereas a manager is judged by their capacity to motivate others and achieve goals with available resources. Effective management relies on leadership styles and competencies.

Ng (2018) discussed the conceptual definition of the transformational leadership dimension of individualized consideration, particularly in the Philippine cultural context known as "kapwa." Ng suggested that incorporating "kapwa" as a component of leadership training programs could enhance management practices, as it aligns with Filipino cultural values and fosters meaningful outcomes in organizations. Recognizing behaviors that resonate with the Philippine cultural context can provide a clearer understanding of this dimension of leadership.

Furthermore, Pricellas et al. (2016), citing Christie, Thompson, & Whiteley (2009), highlighted the significant impact teachers can have on student achievement when school administrators employ effective leadership styles to enhance school capacity. They emphasized the importance of administrators collaborating with staff to prioritize curriculum, instruction, and student learning gains. Effective school leaders focus on building the capacity of the school and its teachers, ultimately leading to increased student achievement.

Verbo et al. (2023) discovered that within the Konawe Education Department, the majority of School-Based Management (SBM) team members perceived their principals as predominantly employing Democratic, Transactional, Transformational, and Strategic leadership styles. They established a significant correlation between the level of SBM practice and principals' leadership styles, indicating that strong leadership positively influences overall team performance in achieving SBM goals. Conversely, Perez et al. (2021) observed a prevalent use of the Laissez faire leadership style among educators and school administrators, highlighting its commonality in decision-making processes. This approach prioritizes teachers' involvement in instructional matters, emphasizing the importance of collaboration in decision-making for successful outcomes.

Indal et al. (2022) examined agency heads in Basilan Province and found that both male and female leaders exhibited similar competencies in transformational and transactional leadership styles, regardless of age, educational background, or tenure.

Gelizon, Bentor, and Niez (2016) identified that most school administrators employed transactional and transformational leadership, with occasional use of laissez-faire methods. They found no significant correlation between administrators' demographics and their leadership philosophies, nor did they find a link between leadership styles and teacher morale. Mangulabnan, Dela Rosa, and Vargas (2021) concluded that leaders with foundational leadership competencies effectively manage schools, even amidst challenging circumstances, highlighting the importance of adaptability and clarity in leadership.

Leadership towards School Performance of Teachers and Students. According to Wahyuddin (2017), the learning process is expected to yield satisfactory achievements for teachers, students, and the educational system as a whole. However, in reality, the learning process is not fully and effectively implemented due to various obstacles and challenges in teaching and learning. These hurdles hinder students from reaching their full potential, despite student achievement being the desired outcome. Achieving satisfactory outcomes from learning activities is possible when learning objectives are met with superior and effective results, thereby optimizing learning activities in terms of saving resources such as money, time, and effort. Nonetheless, one way to evaluate the effectiveness of the learning process is through the teacher's assessment.

Meanwhile, Shen et al. (2021) emphasized that principal leadership is advocated as a means to enhance student achievement, as supported by the works of Heck & Hallinger (2011) and Hallinger (2009). Although there is a growing body of research highlighting the benefits of leadership in education, most early studies were cross-

sectional, providing only a snapshot of the relationship between school performance and principal leadership at a specific point in time. These studies measured teachers' perceptions of the principal's leadership in fostering instructional leadership and enhancing various school processes. School success was assessed based on the average performance of students in core subject areas such as reading (language) and mathematics at a particular grade level (e.g., Grade 3) over the course of a calendar year.

Namoco et al. (2022) discussed the efforts made by the Department of Education (DepEd) in the Philippines to enhance school performance on national achievement tests, aligning with the Enhanced Basic Education Act of 2013. DepEd has implemented policies such as DO 8, S. 2015 and DO 55, s. 2016 to assess students' academic performance, monitor the education system, guide instructional practices, and ensure curriculum standards are met. These initiatives involve large-scale national and international evaluations, including the National Achievement Test (NAT) administered by the Bureau of Educational Assessment (BEA) to students in grades six, ten, and twelve.

Additionally, the World Bank Group (2016) emphasized the role of school leadership in academic achievement. Schools with principals who observed classroom instruction and developed professional development plans for staff tended to be more productive and achieve higher performance metrics, highlighting the importance of experienced principals prioritizing teacher development and instructional observation.

Ganaden (2020) found that while principals of laboratory high schools demonstrated competencies in instruction, personal growth, and community engagement, there was a need to strengthen managerial leadership and strategic thinking skills. Niez (2016) reiterated the lack of significant correlation between administrators' demographic profiles and leadership competencies, except for attendance at international seminars and training sessions. Wong (2020) emphasized that factors such as age, education level, length of service, and organizational support significantly influence department heads' managerial competency, with professional development programs contributing to enhanced skills.

Magulod Jr. (2017) noted variations in National Achievement Test (NAT) results based on the type of school attended, attributing public schools' superior performance to state funding and rigorous teacher training. Conversely, Casildo 19 (2022) observed a decline in NAT scores with increasing student performance in various subjects, suggesting that quarterly grades or academic performance may influence test outcomes.

Research Questions

The primary focus of the study was to determine the leadership styles and leadership competence among school heads in Zamboanga City division during the academic year 2023-2024. Specifically, it sought to answer the following questions: What is the extent of utilization of technology management in the industry-based immersion?

1. What are the leadership styles of Zamboanga City division school heads as assessed by teachers?
2. What is the level of leadership competence of school heads as assessed by teacher respondents in terms of;
 1. environmental consciousness,
 2. strategic thinking,
 3. application of professional knowledge,
 4. interpersonal relationship management, and
 5. task and assignment management?
3. What is the school's performance in terms of national achievement test results?
4. Does the leadership style influence the school's performance?
5. Does leadership competence influence the school's performance?

Scope and Limitation

This study focused in determining the leadership styles and leadership competence among school heads in Zamboanga City division and its influence to the school performance. This includes the determination of leadership styles used by the school heads such as autocratic, democratic, laissez-faire, transformational and

transactional leadership styles. Moreover, the determination of leadership competence applied by the school heads in their respective school organizations like environmental consciousness, strategic thinking, application of professional knowledge, interpersonal relationship management and task and assignment management competence.

The study also covered the current performance of the different schools on their national achievement test results and finding out if leadership styles and competence influence the school performance. On the other hand, the study was delimited to the selected school teachers in big public secondary schools teaching junior and senior high schools under the four quadrants within the Zamboanga City division during the academic year of 2023-2024.

METHOD

Research Design

The researcher utilized a descriptive-quantitative research design for this study. Descriptive methodology was employed to describe the data gathered regarding the leadership styles and competence of school heads. This approach is supported by Campbell (2007), who defines descriptive research as the collection of data to test hypotheses and answer questions about the current status of the subject under study. One of the key features of descriptive research is its ability to describe what is being measured, what already exists, and why it exists.

Additionally, quantitative methodology was employed to analyze the data collected from teacher respondents, particularly regarding the influence of leadership styles and competence of school heads on school performance, such as NAT results. This data, being numerical in nature, was treated using appropriate statistical tools, and the results of this treatment were subsequently analyzed and interpreted.

Research Participants

The data reflected on this page was taken from the school division office of Zamboanga City to ensure that all of the declared figures in the table were reliable and verified by the said office as depicted on the next page.

Table 1 Population Distribution of Public Secondary Schools per Cluster/Quadrant of Zamboanga City Division

| Population per Cluster/Quadrant | Junior High School Teachers | Senior High School Teachers | Total per Cluster/Quadrant (f) | Percentage per Cluster/Quadrant (%) |
|------------------------------------|-----------------------------|-----------------------------|--------------------------------|-------------------------------------|
| Quadrant 1 (Cluster 1) | 294 | 75 | 369 | 30 |
| Quadrant 2 (Cluster 2) | 278 | 69 | 374 | 31 |
| Quadrant 3 (Cluster 3) | 142 | 51 | 193 | 16 |
| Quadrant 4 (Cluster 4) | 199 | 69 | 268 | 23 |
| Total Cluster/Quadrant Populations | | | 1,204 | 100 |

As depicted in Table 1, the population of public secondary schools has been organized into clusters or quadrants. The cluster/quadrant with the highest frequency is quadrant 2, comprising a total of 374 teachers assigned to junior and senior high schools, accounting for 30% of the total. Following closely is cluster/quadrant 1, with a frequency of 369 teachers and a percentage of 30%. Meanwhile, cluster/quadrant 4 records a frequency of 268 teachers, equivalent to 23%. Conversely, the lowest frequency is found in cluster/quadrant 3, with only 193 teachers, representing 16% of the total.

It is noteworthy that the majority of the highest frequency entries originate from junior high schools, as many of the identified schools have a smaller number of teachers assigned to senior high schools. Despite the desire to include all 1,204 teachers as respondents, practical considerations such as time constraints and unforeseen circumstances may make this unfeasible.

In light of these considerations, the researcher employed software to determine the target sample size for the study. This approach aligns with Del Siegle's (2021) recommendation, which emphasizes that the size of the sample is influenced by the population size and the researcher's tolerance for error. Using a sample size calculator available online, a target sample of 292 respondents was determined from the total population of 1,204 individuals. The remaining teachers in the population were utilized for reliability testing purposes or as a pilot group for the study's instruments.

Subsequently, the total number of target respondents was divided by four to ensure an equal sample size per cluster/quadrant. This distribution was implemented to maintain consistency across clusters/quadrants, regardless of whether teachers were assigned to junior or senior high schools, provided they had similar experiences with their school heads' management within the same cluster/quadrant.

Table 2 Respondents Distribution of Public Secondary Schools per Cluster/Quadrant of Zamboanga City Division

| Target Respondent per Cluster/Quadrant | Total per Cluster/Quadrant (f) | Percentage per Cluster/Quadrant (%) |
|--|--------------------------------|-------------------------------------|
| Quadrant 1 (Cluster 1) | 73 | 25 |
| Quadrant 2 (Cluster 2) | 73 | 25 |
| Quadrant 3 (Cluster 3) | 73 | 25 |
| Quadrant 4 (Cluster 4) | 73 | 25 |
| Total | 292 | 100 |

As presented in Table 2, the total number of target respondents, determined after calculating the sample size, was divided into four clusters/quadrants. This division ensured an equal distribution of the sample size across clusters/quadrants, regardless of whether teachers were assigned to junior or senior high schools, provided they had similar experiences with their school heads' management within the same cluster/quadrant.

Moreover, the data reflected in the table indicates that the total number of target respondents for the study was 292 teachers. Across the four clusters/quadrants, each had an equal distribution frequency of 73 respondents, corresponding to a percentage rating of 25% and totaling 100%. Consequently, the respondents from the four clusters/quadrants of the Zamboanga City division were afforded an equal opportunity to participate in the study, ensuring the collection of substantial and sufficient data throughout the study duration.

Sampling Technique

This study employed two sampling techniques to select the final sample respondents who participated in the research. The first technique utilized was cluster sampling, which involved selecting target public secondary schools offering junior and senior high school programs in Zamboanga City division. These schools were organized into quadrants, each comprising two large secondary schools. From these identified schools within the four quadrants of Zamboanga City division, the target respondents of the study were chosen. These respondents were teachers responsible for junior and senior high school students in their respective areas, having experience with the leadership styles and competence demonstrated by their school heads in managing these educational institutions. 28

Additionally, the researcher employed a simple random sampling technique to identify specific teacher respondents from each school within the four quadrants of Zamboanga City division. These teachers were

selected as respondents through a lottery method using a computer program designed to simulate random sample selection. This sampling technique was considered essential to ensure the collection of adequate and appropriate data throughout the entire duration of the study.

Research Instrument

Research Instruments The instruments utilized in this study comprised adapted and modified researcher-designed survey questionnaires. These instruments were adapted from the survey utilized by Shih et al. (2009) in their study on the correlation among personality traits, leadership competence, and organizational performance, as well as from the content of "Leadership Theory and Practice" by Northouse, S1094 | SAIF. Modifications were made by the researcher to tailor the instruments to the specific needs of the current study.

The particular instrument was designed for teacher respondents to evaluate the leadership styles and competence

of their school heads. Part I of the questionnaire focused on gathering the profile of the teacher respondents, including information on age, gender, years of service, and educational attainment. Part II of the questionnaire concentrated on the leadership styles of the school heads, encompassing autocratic, democratic, laissez-faire, transformational, and transactional leadership styles. This section comprised five statements for each leadership style, totaling 20 statements that described the leadership styles of the school heads as assessed by the teacher respondents.

Respondents were tasked with indicating the extent to which each statement aligned with the leadership styles exhibited by their school heads, following a corresponding scoring system that reflected the leadership styles demonstrated based on the total score generated. Part III of the instrument focused on evaluating the level of leadership competence of school heads across various categories, including environmental consciousness competence, strategic thinking competence, application of professional knowledge competence, interpersonal relationship management competence, and task and assignment management competence. This section consisted of five statements per leadership competence category, totaling 25 statements. Respondents utilized a four-point Likert scale, ranging from "4 - strongly agree" (highly competent) to "1 - disagree" (not competent), to indicate their agreement with each statement.

Validity and Reliability of the Research Instrument

The researcher-developed survey questionnaires underwent a rigorous validation process to ensure their effectiveness and reliability. Initially, the questionnaires were submitted to the research adviser for feedback and suggestions. Subsequently, they were presented to the panel members for further evaluation regarding content relevance, appropriateness, and alignment with the research objectives. Following the feedback received, revisions were made to the survey questionnaire.

After the revisions were implemented, the questionnaire was circulated once again among the panel members along with a validation certification form. The panelists validated the questionnaire by affixing their signatures, indicating their approval of its content and suitability for the research.

To assess the reliability of the research instruments, twenty-five copies of the survey questionnaires were distributed to individuals with characteristics similar to the final respondents but who did not participate in the study. This pilot testing involved administering seven statements per sub-variable, exceeding the number used in the actual data collection phase, to anticipate potential adjustments based on reliability results.

The reliability test, conducted using Cronbach's Alpha in SPSS, yielded a coefficient of .992, indicating high reliability across all items included in the instrument. This value served as the benchmark for determining the instrument's reliability. With the completion of this validation and reliability procedure, the questionnaire was deemed ready for data collection.

Data Gathering Procedure

The researcher drafted a letter seeking permission and submitted it to the school principal's office for approval to conduct the study. Once approval was obtained from the principal, another letter seeking permission was sent to the School Division Office of Zamboanga City, requesting access to the results of the National Achievement Test (NAT) from various secondary schools under the division as baseline data for assessing school performance. Additionally, this letter included a request for permission to gather data from public secondary schools within the division for the study. Subsequently, individual letters of permission were prepared and sent to the principals of the identified schools, seeking authorization to conduct data collection among their respective teachers.

After obtaining permission from the principals, the researcher prepared letters addressed to the target respondents, informing them of the study and providing them with the necessary survey instruments. The researcher personally distributed and collected the survey questionnaires to ensure the reliability of the gathered information and maintain confidentiality.

During the distribution process, the purpose of the study was clearly explained to the respondents, and ethical considerations were emphasized. Respondents were given the option to participate or decline participation in the study. Subsequently, the survey questionnaires were retrieved, and the data were entered and analyzed using the Statistical Package for Social Sciences (SPSS). Additionally, interview results were transcribed to facilitate data analysis.

Statistical Tool

The following statistical tools were used in the treatment of the data:

Frequency count and percentage were employed to analyze the distribution of respondents in the study, particularly for data profiling and assessing the leadership styles of school heads. Additionally, these tools were utilized to present the distribution of leadership styles based on demographic factors such as sex, age, years of service, and educational attainment.

Weighted mean was utilized to determine the level of leadership competence exhibited by school heads as assessed by the participating teachers.

Simple linear regression analysis was employed to investigate the correlation or association between the leadership styles and competence of school heads and their impact on school performance, as measured by National Achievement Test (NAT) results.

RESULTS AND DISCUSSION

Problem 1: What are the leadership styles of school heads of the Zamboanga City division as assessed by teachers?

Table 3 Leadership Styles of School Heads in Zamboanga City Division as Assessed by Teachers

| Leadership Styles | F | % |
|-------------------|------------|------------|
| Autocratic | 42 | 14 |
| Democratic | 69 | 24 |
| Laissez-faire | 21 | 7 |
| Transactional | 59 | 21 |
| Transformational | 101 | 34 |
| Total | 292 | 100 |

As shown in table 3, on the leadership styles of school heads in Zamboanga City division as assessed by teachers, it appears that the highest generated frequency was 101 on the transformational leadership style having an equivalent percentage of 34%. It implies that the majority of the teacher respondents observed that their school heads showcased this leadership style in their respective school assignments wherein, the said respondents were able to experience a leadership style that corresponds to the trends of today particularly, a leadership that involves the cooperation of each member in the organization to provide holistic initiative in doing their assigned task to meet the set target of the organization.

Furthermore, the trends of secondary education nowadays, focused on the task of certain school heads, whereas; the said school heads were able to mentor, coach, and even provide technical assistance to their faculty and staff which the teacher respondents believed, that the action taken by their respective school heads transform them, which make them believed that their school heads possessed a transformational leadership style. It was also for their reason that this leadership style demonstrated by their school head encourages, inspires, motivates, and allows them to innovate and create change in a certain school organization.

On the other hand, it was followed with democratic leadership styles which attained a frequency of 69 or 24% while, a frequency of 59 or 21% was obtained by transactional leadership and autocratic leadership style gained a frequency of 42 or 14%. It was from the implication, that these teacher respondents believe that the three identified leadership were still implemented depending on the call of the management.

Furthermore, it was found that democratic and transactional leadership styles were still in used by these school heads since, these types of leadership were found still effective even in this era. Moreover, it was their reason that these leadership styles allow them to perform their task in the area which corresponds to rewards if they perform well, however, the consequence will be imposed if they disobey and intentionally fail to perform their assigned task. With these, some teacher respondents believed that it also helped them to improve their capabilities in doing things that conform to the set rules which were very common from these three identified leadership styles and emphasized achievement-oriented among members of the organization.

On the other hand, data revealed that the lowest obtained frequency among the five identified leadership styles of school heads was the Laissez-faire leadership style wherein, it attained a frequency of 21 or 7%. This suggests

that the teacher respondents observed certain school heads implementing this leadership style in their respective schools; however, the data revealed that it is rarely utilized in current school management practices. Moreover, the majority of respondents mentioned that their school heads allow employees to operate autonomously, citing adherence to school policies and alignment with organizational targets. Nevertheless, due to inadequate management oversight by these school heads, respondents perceived their leaders as somewhat indifferent and believed that they prioritized adherence to rules rather than the well-being of their staff.

Conversely, respondents noted that this leadership style could be effective in managing organizations, particularly in situations where employees defy managerial directives or fail to adhere to organizational policies. Consequently, it was found that this leadership style is seldom enforced by school heads in their respective assignments.

The study's findings support the assertions of Perez et al. (2021), who highlighted that Laissez-faire leadership has become the prevailing style in educational institutions. This indicates a consensus among educators and school administrators regarding the prevalence of Laissez-faire leadership in schools.

The study was supported by Ng, (2018), that the conceptual definition of transformational leadership dimension of individualized consideration, specifically to construct and aid to improve management practices by reinforcing leadership training programs in the area. Unlike traditional forms of leadership, incorporating fellowship is much more compatible with the environment for leaders and followers to create meaningful outcomes in the organization.

Problem 2: What is the level of leadership competence of school heads as assessed by teacher respondents in terms of environmental consciousness, strategic thinking application of professional knowledge, interpersonal relationship management, and task and assignment management?

Table 4 School Heads' Level of Leadership Competence in terms of Environmental Consciousness

| Statements (My school head...) | Mean | Descriptive Rating | Interpretation |
|--|-------------|---------------------------|-------------------------|
| 1. shows care and concern for his environment | 3.37 | Strongly Agree | Highly Competent |
| 2. monitors the condition of school environment such as gardens and landscapes in the campus regularly | 3.27 | Strongly Agree | Highly Competent |
| 3. implements strict compliance in terms of environmental concerns such as the no-smoking policy | 3.16 | Agree | Moderately Competent |
| 4. imposes strict implementation of cleanliness and orderliness at school | 3.28 | Strongly Agree | Highly Competent |
| 5. implements solid waste management practices and campaigns in school | 3.26 | Strongly Agree | Highly Competent |
| Overall Mean | 3.27 | Strongly Agree | Highly Competent |

Legend: 1.0-1.74 Strongly Disagree or Not Competent (NC), 1.75-2.49 Disagree or Less Competent (LC), 2.50-3.24 Agree or Moderately Competent(C) and 3.25-4.0 Strongly Agree or Highly Competent (HC).

As displayed in the table, on the school heads' level of leadership competence in terms of environmental consciousness. It appeared that all of the provided statements garnered a strongly agree rating or highly competent interpretation wherein, it obtained an overall mean of 3.27 with a strongly agree rating or highly competent interpretation. The highest mean of 3.37 on the statement my school head shows care and concerns on his environment. It implies that majority of the respondents believed that their school heads have care and concerns on their respective area of responsibilities wherein, they observed that these school heads were regularly instructed their utility personnel to maintain the cleanliness and landscape of their garden in their schools. In addition, it was also from their reasons that their school heads were very strict when it comes to cleanliness whereas; each and everyone in the school premise were asked to maintain the cleanliness of their designated classrooms and instructed their teachers to regularly remind their students about the essence of cleanliness in their respective classes.

The findings of the study were attuned to the findings of CED who possess a higher degree of environmental consciousness will also be more adept at managing projects and assignments, utilizing professional knowledge, thinking strategically, and managing interpersonal relationships as mentioned by Shih et, al. (2019).

On the other hand, a statement like; my school heads monitor the condition of school environment such as gardens and landscape in the campus regularly, imposes strict implementation of cleanliness and orderliness at school and implements solid waste management practices and campaign in school garnered a mean ranged from

3.26-3.28 having a strongly agree rating or an interpretation of highly competent, which implies that their school heads shows competence in terms of these.

Meanwhile, it was found that the lowest rated mean was 3.16 having a description of agree or moderately competent interpretation specifically, on the statement my school head implements strict compliance in terms of environmental concerns such as; no smoking policy with similar rating of strongly agree or an interpretation as highly competent. It implies that though these school heads were able to showcased their competence in

terms of environmental consciousness, however, in terms of environmental concerns such as; no smoking policy, it was found that the implementation of no smoking policy only covered inside the school premise and not totally the entire circumference of the school location. There were instances, that these students were caught smoking outside the corner of school campus which caught the attention of the school administration. Moreover, it was from the reason of the teacher respondents that some of their school locations were suited away from the city proper wherein, these schools were surrounded with tall trees and grasses where the students get to hide when they were caught smoking and only few of them were successfully brought to guidance office due to the said reason.

In the same manner, majority of these students' parents' were working in farm sites, that's why they don't have any more time to look on the activity of their children at school. Tendency, these students tend to joined their friends outside the school campus smoking and even cutting classes. With this, the teacher respondents believed that their school heads sometimes failed to imposed policy regarding no smoking policy in the learning environment.

The results of this study are aligned with the assertion made by Indal and Arriola (2022), who emphasized the leader's role in maintaining environmental equilibrium as a manager.

Table 5 School Heads' Level of Leadership Competence in terms of Strategic Thinking

| Statements (My school head...) | Mean | Descriptive Rating | Interpretation |
|--|-------------|---------------------------|-----------------------------|
| 1. plans strategic targets and actions for the future of the school | 3.22 | Moderately Agree | Competent |
| 2. forecasts possible opportunities for the betterment of the school | 3.26 | Strongly Agree | Highly Competent |
| 3. strategizes different learning opportunities for faculty, staff, and students in school | 3.21 | Moderately Agree | Competent |
| 4. prepares future activities focused on the development of the faculty and staff | 3.26 | Strongly Agree | Highly Competent |
| 5. crafts future policies that can be used in the future operation of the school | 3.21 | Moderately Agree | Competent |
| Overall Mean | 3.23 | Agree | Moderately Competent |

Legend: 1.0-1.74 Strongly Disagree or Not Competent (NC), 1.75-2.49 Disagree or Less Competent (LC), 2.50-3.24 Agree or Moderately Competent(C) and 3.25-4.0 Strongly Agree or Highly Competent (HC).

As shown in table 5, on the school heads' level of leadership competence in terms of strategic thinking attained an overall mean of 3.23 with an agree description or moderately competent interpretation. It appears that (2) two from the five provided statements garnered a strongly agree rating or highly competent interpretations from the respondents and these includes the statement like; my school head forecasts possible opportunities for the betterment of the school and prepares future activities that focused on the development of the faculty and staffs which obtained the highest similar mean of 3.26. This implies that majority of the school heads were very visionary in terms of providing possible plans and opportunities to ensure the progress and development of the schools under their supervisions. It was from the findings that the teacher respondents were able to performed task with clear instructions from their respective school heads since, the strategy and plans of activities were properly disseminated to them.

Furthermore, these school heads; considered themselves as an agent of change in providing strategies that may create a positive opportunity of a certain school. It was also from the reason and observations of the respondents that these school heads were found very supportive to their faculty and staffs whereas; they tend to look forward for a possible training, seminar, conference that would enhance their current knowledge and

skills that may use on their future teaching assignment in the schools. It was also from their reasons, that these school heads were also establishing a partnership among private, LGU and other schools for some possible opportunities for his faculty, staff and students in the future like seminar, trainings, students' educational tour, research forum and etch.

Meanwhile, three of the provided statements garnered a moderately agree rating or moderately competent interpretations from the respondents in this includes; my school head plans a strategic targets and actions for the future of the schools having a mean of 3.22 and a similar mean of 3.21 for the statement like; my school head strategizes different learning opportunities for faculty, staffs and students in school and crafts future policy that can be used in the future operation of the school. This implies that these school heads were able to set their strategic targets and actions for the future of their respective schools however, the respondents believe that these target and plans are not immediately realized for they also believed that realization of these target and plans are depending on the determination of the school head in achieving it, due to the reason that from time to time their school heads were too busy in some matter which includes frequent official travel or meetings from other school managers in the region.

Furthermore, it was also from the reason of the respondents that their school heads were able to strategize different learning opportunities for faculty, staffs and students in school as well as crafts future policy that can be used in the future operation of the school however, it has been observed that these school heads have hectic time wherein, they were not regularly staying on their post since, they also have other tasks to be performed particularly, in conducting regular activities in the division as well as in central office that has something to do on their management to be imposed in their respective schools. With these, school heads tend to extend the duration of their plans and strategies for the development of their respective schools. That's why in behalf of their absence due to some important matters they tend to delegate some of their tasks to their trusted personnel to ensure that operations are still ongoing even they were not physically in the working environment.

The study was supported by Viernes et, al. (2018), stated that every member is in charge of the objectives, choices, and problem-solving. When a leader puts their trust in a member to make wise choices and appoint trustworthy, well-trained individuals to the group or organization. This is appropriate for members who are very driven and experienced, but it is not appropriate for members who need supervision, guidance, praise, flexibility, or feedback.

Table 6 School Heads' Level of Leadership Competence in terms of Application of Professional Knowledge

| Statements (My school head...) | Mean | Descriptive Rating | Interpretation |
|--|-------------|---------------------------|-------------------------|
| 1. practices work professionalism at school regularly | 3.34 | Strongly Agree | Highly Competent |
| 2. performs intensive managerial and supervisory tasks at school | 3.28 | Strongly Agree | Highly Competent |
| 3. demonstrates efficient and effective managerial approach towards others | 3.21 | Agree | Moderately Competent |
| 4. leads and directs command and responsibilities when needed at all times | 3.31 | Strongly Agree | Highly Competent |
| 5. showcases a good working habit to all the employees of the school | 3.34 | Strongly Agree | Highly Competent |
| Overall Mean | 3.30 | Strongly Agree | Highly Competent |

Legend: 1.0-1.74 Strongly Disagree or Not Competent (NC), 1.75-2.49 Disagree or Less Competent (LC), 2.50-3.24 Agree or Moderately Competent(C) and 3.25-4.0 Strongly Agree or Highly Competent (HC).

As revealed in table 6, on the level of leadership competence in terms of application of professional knowledge, it shows that these identified statements gained an overall mean of 3.30 having a strongly agree

interpretations or highly competent interpretation. It appears that (4) four of the provided statements attained a strongly agree rating or highly competent interpretations wherein, the highest recorded mean was 3.34 on the statement my school head practices work professionalism at school regularly and showcases a good working habit to all the employees of the school. This implies that majority of the teacher respondents believed that their school heads demonstrated professionalism towards their work wherein, these school heads always communicate and provide instruction to their employees in respectful manner and demonstrated manager to employee relationship anchored from what was the standard which, the teacher respondents like the most. It was from the teacher respondents' observation that the kind of leader they have makes them work freely in the workplace since, majority of these school heads were approachable and friendly as attributes in professionalism.

Moreover, it was from the reason of the respondents, that the performance of their school heads was very satisfactory on their eyes since, they experienced positive changes in their schools in terms of physical infrastructures and healthy working environment during their time of leadership which they truly believe as an important attribute of an ideal school heads that's why they tend to rate it as highly competent. In addition, these school heads' values their professionalism, technical knowhow and performance their workers in order to inspire and motivate them on their regular task in the organization.

The study was affirmed by Gunawan, Suroso and Syarief (2022), said that leadership competence towards managements plays an important role where; organization values staff competency, leadership, and technological know-how, thus managing its use is crucial to enhancing the business's operational performance. It illustrates how improved leadership, personnel competency, and technology will result in improved operational performance to meet business objectives.

Meanwhile, statement my school head leads and directs command and responsibilities when needed at all times garnered a mean of 3.31 while, the statement my school head performs intensive managerial and supervisory task at school obtained a mean value of 3.28. This implies that these school heads were able to showcase a good working habit to all the employees of the school, perform managerial and supervisory and leads and directs command and responsibilities when needed at all times which the respondents witnessed it on their respective schools.

On the other hand, there was only (1) one statement garnered the lowest mean of 3.21 with a rating of agree or moderately competent interpretation particularly, on the statement my school head demonstrates efficient and effective managerial approach towards others. This implies that their school heads were able to showcased efficient and effective managerial approach however, there were circumstances that this aspect was not totally applied for the reason that their school heads sometimes, were too considerable depending on the nature of situation. Likewise, the teacher respondents don't feel the essence of being effective and efficient of their school heads' since, they have not seen it regularly, performed considering that their school heads were always out of town due to frequent travels that's why they were only rated it as moderately competence. It was found that the learning process of a school heads from the daily routine of managing an organization is the most important thing to improve personal leadership capacities to support and address school organization concerns in the future.

The study was also manifested from the claimed of Wahyuddin (2017), wherein, said that the learning process will result in a satisfactory level of achievement for the teachers, students, and the educational system. In actuality, though, the learning process is still not fully and effectively applied. Many hurdles and impediments exist in the teaching and learning processes, which makes it difficult for students to reach to their full potential. In essence, student achievement is a desired result. Following learning activities for students, it is possible to obtain.

Table 7 School Heads' Level of Leadership Competence in terms of Interpersonal Relationship Management

| Statements (My school head...) | Mean | Descriptive Rating | Interpretation |
|--|------|--------------------|------------------|
| 1. shows a good relationship towards students, | 3.25 | Strongly Agree | Highly Competent |

| | | | |
|--|-------------|-----------------------|-------------------------|
| faculty, and staff of the school | | | |
| 2. treats his faculty, staff, and students in respectful and friendly manners | 3.26 | Strongly Agree | Highly Competent |
| 3. practices fairness and equality in terms of treatment towards students, faculty, and staff | 3.27 | Strongly Agree | Highly Competent |
| 4. encourages all employees to strengthen their bonding and relationship as one family at school | 3.28 | Strongly Agree | Highly Competent |
| 5. is friendly, good, respectful, and approachable at all times | 3.33 | Strongly Agree | Highly Competent |
| Overall Mean | 3.29 | Strongly Agree | Highly Competent |

Legend: 1.0-1.74 Strongly Disagree or Not Competent (NC), 1.75-2.49 Disagree or Less Competent (LC), 2.50-3.24 Agree or Moderately Competent(C) and 3.25-4.0 Strongly Agree or Highly Competent (HC).

Table 7, shows the level of leadership competence in terms of interpersonal relationship management, all of the provided statements obtained a strongly agree rating from the respondents or highly competent wherein, it generated an overall mean of 3.29 with a description of strongly agree or highly competent interpretation. The highest recorded mean was 3.33 on the statement my school head is friendly, good, respectful and approachable head at all times with an obtained description of strongly agree or highly competent. This implies that the teacher respondents witnessed as to how do their school heads treated them, specially, when these school heads direct instructions in respectful manner which made them felt comfortable to deal with. In addition, it was from their reason that their school heads treated the students through parenthood approached wherein, students really like the most and causes them to follow what were said by these school heads prior to their responsibilities as students in school. Moreover, the said teacher and students agreed that their school heads were approachable at all times when they get to mingle them.

The results of the study were corroborated by Pricellas et al. (2016), referencing Christie, Thompson, & Whiteley (2009), indicating that teachers' influence on student achievement is heightened when school administrators employ effective leadership styles to enhance school capacity. Effective collaboration with staff to prioritize curriculum, instruction, and student learning gains is deemed essential for school leaders.

Meanwhile, it was followed with the following statements; my school head encourages all of the employees to strengthen their bonding and relationship as one family at school which obtained a mean of 3.28, practices fairness and equality in terms of treatment towards students, faculty and staffs (3.27) and followed by a statement my school head treats his faculty, staffs and students in respectful and friendly manners having a mean of 3.26 whereas, these identified statements also attained a description of strongly agree or moderately acceptable.

On the other hand, the lowest registered mean among these provided statements was 3.25 on the statement my school head shows a good relationship towards students, faculty and staffs of the school. It suggests that certain teacher respondents unanimously acknowledged and rated their school heads as highly competent. They observed that these school heads maintained positive relationships with students, exhibited fairness and equality in their treatment of faculty and staff. However, not all respondents witnessed these attributes in their respective schools, resulting in the lowest mean score among the provided statements. It was believed that such school heads regarded people as the organization's most valuable assets, potentially contributing to its future progress. Nonetheless, some school heads failed to demonstrate these qualities due to frequent travel, resulting in lower ratings from teacher respondents.

The study highlighted the assertion made by Dalluay and Jalagat (2016), emphasizing that effective leadership empowers employees, recognized as the organization's most valuable assets, to enhance their productivity and job satisfaction. Various leadership philosophies are available, and an organization's choice of which to embrace will depend on its specific circumstances and contexts.

Table 8 School Heads' Level of Leadership Competence in terms of Task and Assignment Management Competence

| Statements (My school head...) | Mean | Descriptive Rating | Interpretation |
|--|-------------|---------------------------|-------------------------|
| 1. manages his employees at school effectively and regularly | 3.38 | Strongly Agree | Highly Competent |
| 2. organizes his employees at school effectively and regularly | 3.31 | Strongly Agree | Highly Competent |
| 3. prioritizes his responsibilities towards his employees and the entire school before other aspects | 3.21 | Agree | Moderately Competent |
| 4. completes his given assignments and tasks on time for the welfare of the school | 3.31 | Strongly Agree | Highly Competent |
| 5. supervises and assists the employees in dealing with their tasks at school when irregularities in the operation occur | 3.34 | Strongly Agree | Highly Competent |
| Overall Mean | 3.31 | Strongly Agree | Highly Competent |

Legend: 1.0-1.74 Strongly Disagree or Not Competent (NC), 1.75-2.49 Disagree or Less Competent (LC), 2.50-3.24 Agree or Moderately Competent(C) and 3.25-4.0 Strongly Agree or Highly Competent (HC).

As stated in table 8, on the school heads' level of competence in terms of task and assignment management, it generated an overall mean of 3.31 with a description of strongly agree or highly competent interpretation, wherein, (4) four out of five from the provided statements garnered a strongly agree rating or highly competent interpretations particularly, on the statement my school head manages his employees

at school effectively and regularly which gained the highest mean of 3.38. It implies that the teacher respondents believed that the said statement were observed in their school especially, when their school heads regularly monitor their accomplishments on a certain task designated to them. Moreover, it was from their reason that their school heads were found effective in their management since, majority of their target outcome from the task given to their teachers and staffs were successfully met that's why these respondents rated a highest mean on the aforementioned statement.

The findings of the study were re-affirmed on the statement of Quinto et, al. (2020), cited Bass and Steidlmeier (1998), said that a leader possesses motivating inspiration in the sense that he or she presents a compelling future vision, gives followers' challenges and purpose for participating in joint goals and endeavors, and makes the work more meaningful to those who follow it. On the other hand, it was followed with the statement my school head supervises and assists the employees in dealing with their task at school when irregularities in the operation occurs obtained a mean of 3.34 while, the statement my school head organizes his employees at school effectively and regularly and completes his given assignment and task on time for the welfare of the school attained a similar mean score of 3.31. This implies that the respondents were able to observed and experienced management from their school heads specifically, on the routine performed like; manages and organize his employees at school effectively and regularly and supervises and assists the employees in dealing with their task at school when irregularities in the operation occurs. Furthermore, it was also from their experienced and observations that their school heads were able to prioritizes first his responsibilities towards his employees and the entire school before the other aspects and completes his given assignment and task on time for the welfare of the school

Meanwhile, the statement my school head prioritizes first his responsibilities towards his employees and the entire school before the other aspects obtained the lowest mean score of 3.21 and the only statement garnered a description of agree or moderately competent interpretation. It implies that the school heads were able to demonstrate prioritizing first his responsibilities towards his employees and the entire school however, it has been observed by the respondents, that not all schools in the division were able to witness this. It was found

that there were few from these school heads often performed this in their respective school environment and teacher respondents sometimes do not witness the particular statement that's why it only generated a rating of agree or moderately competent interpretation. With these, the respondents believed that the action have showcase by their respective school heads was a clear manifestation of an effective leader whose aimed was to improve the life of each individual in the school through the services rendered by these school heads which truly appreciated by the students and employees in the school environment. The said action, motivate their teachers and staffs to performed better on their present task assignment considering that the action showcased to them by their school heads possibly inspired them.

The finding was supported by Rad and Yarmohammadian (2016), whereas; they found that there was a strong association between workers' job happiness and their adoption of leadership behaviors. Worker job satisfaction is influenced by managers' leadership style. However, it's not always a smart idea to use a participative management style. Managers ought to choose the most appropriate leadership style based on the organizational culture and the organizational maturity of their staff.

Table 9 Summary of School Heads Level of Leadership Competence as Assessed by the Teacher Respondents

| Competence Area (My school head...) | Mean | Descriptive Rating | Interpretation |
|--|-------------|-----------------------|-------------------------|
| Environmental Consciousness Competence | 3.27 | Strongly Agree | Highly Competent |
| Strategic Thinking Competence | 3.24 | Agree | Moderately Competent |
| Application of Professional Knowledge Competence | 3.30 | Strongly Agree | Highly Competent |
| Interpersonal Relationship Management Competence | 3.29 | Strongly Agree | Highly Competent |
| Task and Assignment Management Competence | 3.31 | Strongly Agree | Highly Competent |
| Overall Mean | 3.28 | Strongly Agree | Highly Competent |

Legend: 1.0-1.74 Strongly Disagree or Not Competent (NC), 1.75-2.49 Disagree or Less Competent (LC), 2.50-3.24 Agree or Moderately Competent(C) and 3.25-4.0 Strongly Agree or Highly Competent (HC).

As shown in table 9, on the summary of school head's level of leadership competence as assessed by teacher respondents generated an overall mean of 3.28 having a description of strongly agree or signifies highly competent interpretation. Furthermore, (4) four from these garnered a rating of strongly agree or highly competent wherein, it found that task and assignment management competence attained the highest mean score of 3.31. It implies that the teacher respondents do witness this said competence from their school heads prior to their respective responsibilities in their working environment. It was from their reason that majority of their school heads were competent in terms of performing task and assignment that contributes to the welfare of the entire organization. Additionality, the task and assignment demonstrated by these school heads contributes better impact on the part of the teacher respondents' which, they believed that they also transform their personal capabilities into a progressive individual in terms of achievement they have attained prior to their assigned task designated by their respective school heads.

The findings of the study were stress out in the statement of Dalluay and Jalagat (2016), explained that effective leadership enables workers, who are regarded as the organization's greatest assets and talents to increase their productivity and job satisfaction. Different leadership philosophies exist, and an organization's decision over which to adopt will rely on its unique set of circumstances and situations.

Furthermore, the aforementioned competence, was followed with a mean of 3.30 on application of professional knowledge competence while, a mean of 3.29 was rated for interpersonal relationship management competence and a mean of 3.27 on environmental consciousness competence. These identified competencies attained description of strongly agree or highly competent.

Meanwhile the strategic thinking competence got the lowest mean of 3.34 having a rating of agree or moderately competent interpretation. It implies that the teacher respondents do witness all of this competence

from their school heads prior to their respective responsibilities in their working environment. It was found that their school heads were able to showcase environmental consciousness competence effectively to their teachers and students in their respective school assignments. However, it appears that not all of the schools' heads belonged in a certain division were able to performed the strategic thinking competence effectively due to some reasons as declared from the previous table presentation. Moreover, it was from the observation some of the teacher respondents did not witness the said competence in their respective schools, considering that there were instances that some of these school heads were not in their designated post due to their hectic specifically, in attending meetings and other activities in other places prior to the nature of their responsibilities at school.

The findings of this study were in consonance to the claimed of, Rappe and Zwick (2017), pointed out from their study that greater job satisfaction, improved interactions with both superiors and subordinates, and better perceived acceptability as a manager by superiors but not by subordinates are all linked to higher levels of leadership competence.

Problem 3: What is the school's performance in terms of national achievement test results?

Table 10 Schools' National Achievement Test Performance

| School | Learning Areas | Problem Solving (%) | Information Literacy (%) | Critical Thinking (%) | Overall NAT Performance (%) | Descriptive Equivalent |
|--------|--|---------------------|--------------------------|-----------------------|-----------------------------|------------------------|
| A | Filipino, Mathematics, English, Science and HEKASI | 44.26 | 42.20 | 37.27 | 41.91 | Average |
| B | — | 48.16 | 46.25 | 40.88 | 45.10 | Average |
| C | — | 46.42 | 44.65 | 39.88 | 43.65 | Average |
| D | — | 46.63 | 44.44 | 39.94 | 43.67 | Average |
| E | — | 56.57 | 51.94 | 46.67 | 51.72 | Average |
| F | — | 39.31 | 38.98 | 34.39 | 37.23 | Average |
| G | — | 42.87 | 42.12 | 37.50 | 40.83 | Average |
| H | — | 49.33 | 50.00 | 45.82 | 48.38 | Average |

As shown in table 10, on the school performance in terms of national achievement results, it revealed that the said national achievement test covers the five learning areas that includes; Filipino, Mathematics, English, Science and HEKASI which corresponds their respective scores in terms of component area such as; problem solving, information literacy and critical thinking and serves as an indicator in determining the status of knowledge acquisition of the students in the particular school. Moreover, the result of their overall NAT performance presented were only used as measure to described as to what particular component area do these schools needs to improved based from the type of leadership competence demonstrated by their respective school heads.

Furthermore, the generated percentage obtained from the said NAT performance of each school was translated into MPS descriptive equivalent anchored from the DepEd Memorandum no. 16, series of 2012 following a scale ranged as; MPS of 96-100% (Mastered), 86-95% (Closely Approximating Mastery), 66-85% (Moving Towards Mastery), 35-65% (Average), 15-34% (Low), 5-14% (Very Low) and 0-4% (Absolutely No Mastery).

Based from the data, it appeared that school E got the highest overall NAT performance, having a percentage rating of 51.72 with a descriptive equivalent of average. It implies that this school was able to demonstrate average performance on the said examination wherein, it obtained a percentage score of 56.57 on problem

solving component, information literacy component (51.94) and critical thinking component (46.67). It was from the reason that this school was provided with necessary aspect that driven student capability in answering questions from the particular examination considering that their school was equipped with sufficient number of teachers, appropriate teaching and learning equipment, conducive classrooms and the like. That's why students from this school found very productive in terms of acquiring learning that may use in their NAT examination and got the highest school performance among other schools in the division.

The results of this study were corroborated by Magulod Jr. (2017), who pointed out that public schools receive funding from the state and are equipped with better teaching resources compared to private schools, which rely solely on donations and tuition fees to operate. Additionally, public school primary teachers undergo rigorous training and screening processes, making them merit-focused.

On the other hand, school H with an overall NAT rating of 48.38 also attained an average equivalent description having a percentage rating of 49.33 on problem solving component, information literacy component (50) and critical thinking component (45.82). Moreover, school B got the overall NAT performance rating of 45.10, whose equivalent description was also average and obtained a percentage rating on problem solving component of 48.16, information literacy component (46.25) and critical thinking component (40.88) while, school D obtained an overall NAT performance rating of 43.67 which also gained an equivalent description of average and attained a percentage rating on problem solving component of 46.63, information literacy component (44.44) and critical thinking component (39.94).

Meanwhile, an overall NAT rating of 43.65 with an equivalent description of average from school C having a percentage rating of 46.42 for problem solving component, information literacy component (44.65) and critical thinking component (39.88). This was followed by school A with an overall NAT rating of 41.91 which also obtained an equivalent description of average, having a percentage rating of 44.26 on problem solving component, information literacy component (42.2) and critical thinking component (37.27). In the same manner, an overall NAT rating of 40.83 with an equivalent description of average particularly, on school G, who's percentage score on problem solving component was 42.87, information literacy component (42.12) and critical thinking component (37.5).

Meanwhile, the lowest generated overall NAT performance rating was obtained by school F with an equivalent description of average having a percentage rating of 37.23 wherein, problem solving component attained a percentage rating of 39.31, information literacy component (38.98) and critical thinking component 34.39. It implies that this school was somehow provided with some necessary things in relation to school operation however, it was found that this school was situated far distance from the city proper wherein, some of the things needed in the operation of this particular school was not fully acquired considering that transporting of such things like heavy teaching –learning facilities, computers and others was not regularly done due to the distance of the school. It was from their reason that some of the qualified teachers to be assigned in the said school were not realized since, these teachers prepare to teach in the schools which were closer in their residence. That's why the students from this said school happen to obtained lower score percentage on NAT examination compare to other schools belonged in the certain division. Nonetheless, the result of the said NAT among schools serves as vital feedback to determine if a particular school have achieved the standard of quality education prior to the focused learning areas and NAT components which in one way would able to generate an appropriate adjustments and strategic plans among school heads and teachers to ensure positive performance outcome in the future.

The study was supported by Namoco et, al. (2022) who said that one of the many tests administered by the Department of Education via the Bureau of Educational Assessment (BEA) is the National Achievement Test (NAT). Students in grades six, ten, and twelve take the NAT test. Its goals are to: measure students' aptitude and occupational interest for career guidance; assess prior learning for placement, accreditation, and equivalency; monitor the Philippine education system and schools for public accountability; evaluate the efficacy and efficiency of the delivery of education services; provide information that will guide decisions on instructional practices; and ascertain whether learners are meeting the curriculum's learning standards.

On the other hand, in terms of leadership competence of school heads as vital factor that causes declining or increasing schools NAT result, the findings of the study was off tangent to the report of the World Bank Group (2016), wherein, said that school leadership qualities were linked to increased efficiency. Similar to the comparisons between high and low performance, schools with more seasoned principals who made plans for teacher professional development and observed more instruction also tended to be more productive.

Problem 4: Does the Leadership Style Influence the School's Performance

Table 11 Regression Results on the Leadership Styles Influence the School Performance

| Variable | R | R ² | β | p-value | Decision | Interpretation |
|--------------------------------|--------|----------------|--------|---------|-----------|-----------------|
| School Heads Leadership Styles | -0.504 | 0.254 | -0.070 | 0.154 | Retain Ho | Not Significant |

Significant level @0.05

Based on the result of linear regression, leadership styles as predictor of influencing school performance found not significant $r=-.504$, $p=.154$ which was higher to the alpha level @0.05. Thus, the posited null hypothesis was retained and signifies that there was no occurrence of significant correlation between the rank of leadership styles and rank of NAT performance. It implies that there was no probability of treating the leadership styles of the school heads as factor in determining the current status of the students' National Achievement Test (NAT) result as measure of the schools' overall performance.

Furthermore, data revealed that the value of correlation coefficient signifies a positive weak relationship between the two groups. It was also from the findings that, the leadership competence demonstrated by these school heads on their respective school assignments were not statistically influence the current performance of their schools. It means that, the leadership competence of a certain school head doesn't influence the actual NAT performance of each school, for the reason that these school heads leadership styles demonstrated in their respective school assignments were not the only aspect to look into in providing positive percentage score in a particular national examination. It was found that the leadership styles of the school heads were no bearing on the NAT result of their schools considering that, there were factors that also contributes on the status of the said NAT performance of each school, these includes learning materials, teaching methodologies, learning facilities, qualified teachers, mock examinations and student motivation. These elements were very essentials to equipped student learnings on a certain field which become their access in attaining positive NAT results in the future. In addition, leadership styles of the school heads were only a driving factor to ensure clear path or direction in meeting school target outcomes which directly focused on the cooperation of each individual in a certain organization. It has been observed that students' learning capability was best achieved if they were provided with necessary things, not only in the aspect of tangible objects used in the instruction but of course the system and involvement of the school administration in honing students' capability. In short, the leadership styles of school heads were one of the vital components and not a direct predictor of school NAT performance.

Casildo (2022) supported the findings of the study, indicating that the results of the National Achievement Test may be impacted by quarterly grades or academic performance in specific areas, as the coefficients for these subjects change every quarter.

Problem 5: Does leadership competence influence the school's performance?

Table 12 Regression Results on the Leadership Competence Influence the School Performance

| Variable | R | R ² | β | p-value | Decision | Interpretation |
|------------------------------------|------|----------------|--------|---------|-----------|-----------------|
| School Heads Leadership Competence | .440 | .194 | 60.422 | .299 | Retain Ho | Not Significant |

Significant level @0.05

Based on the result of linear regression, leadership styles as predictor of influencing school performance found not significant found not significant $r=.440$, $p=.299$ which was higher to the alpha level @0.05. Thus, the posited null hypothesis was retained and signifies that there was no occurrence of significant correlation between the rank of leadership competence and rank of NAT performance. It implies that there was no probability of treating the leadership competence of the school heads as factor in determining the current status of the students' National Achievement Test (NAT) result as measure of the schools' overall performance.

Furthermore, data revealed that the value of correlation coefficient signifies a positive weak relationship between the two groups. It was also from the findings that, the leadership competence demonstrated by these school heads on their respective school assignments were not statistically influence the current performance of their schools. It means that, the leadership competence of a certain school head doesn't influence the actual NAT performance of each school, for the reason that these school heads were not the only aspect to look into in providing positive percentage score in a particular national examination. It was found that preparation of each school in terms of learning materials, teaching methodologies, learning facilities, qualified teachers, mock examinations and student motivation were also considered in aiming for a positive rating percentage on the said National Achievement Test (NAT). Moreover, it was clearly revealed on the data, that school heads' leadership competence and management were only a triggering factor to imposed positive strategies and plan in aiming possible progressive outcome in the future but not as a main factor that influences school performance.

The findings of the study were supported on the findings of Casildo (2022), wherein, he emphasized that the National Achievement Test results may be influenced by the quarterly grades or academic performance in the specified areas because the coefficients for these subjects change every quarter.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the findings of the study, conclusions, and recommendations based on the data analyzed in the previous chapter.

FINDINGS

After a detailed and comprehensive analysis of the data collected, this study presents the following findings:

1. On the aspects of leadership styles of school heads' as assessed by teachers in Zamboanga City division, it was found that the highest generated frequency was transformational leadership style which attained a frequency of 101 having an equivalent percentage of 34%, followed by democratic leadership styles which attained a frequency of 69 or 24% while, a frequency of 59 or 21% was obtained by transactional leadership and autocratic leadership style gained a frequency of 42 or 14% while, the lowest obtained frequency among the five identified leadership styles of school heads was the Laissez-faire leadership style wherein, it attained a frequency of 21 or 7%.
2. On the aspect of school heads' level of leadership competence, it was found that task and assignment management competence got the highest overall mean of 3.31 having a description of strongly agree description or highly competent interpretation. Followed by application of professional knowledge (3.30), interpersonal relationship management (3.29), and environmental consciousness (3.27), and these identified statements garnered a description of strongly agree or highly competent. However, in terms of strategic thinking gained the lowest overall mean of 3.23 with agree rating or moderately competent.
3. On the school performance in terms of national achievement results it was found that among the identified schools, school E got the highest percentage score of 51.72 rating percentage with a descriptive equivalent of average while, other schools attained a percentage rating ranging from 40.83-48.38 respectively. While School F got the lowest percentage rating of 37.23 with a descriptive equivalent of average.

4. On the influence of school heads' leadership styles towards schools' NAT performance wherein, the relationship or influence of one variable over another variable was found not significant.
5. On the influence of school heads' leadership competence towards schools' NAT performance wherein, the relationship or influence of one variable over another variable was found not significant.

Conclusions

Based on the findings, the researcher concludes that:

1. On the school heads' leadership styles, it was concluded that majority of the respondents believed that their school heads apply transformational leadership encourages, inspires, motivates and allow them to innovate and create the change in a certain school organization. While, Laissez-faire leadership style was seldom imposed by their school heads in their designated school assignment depending on the nature of situations.
2. On the aspect of school heads' level of leadership competence in terms of environmental consciousness, application of professional knowledge, interpersonal relationship management, and task and assignment management. It was concluded that the majority of the schools' heads in the division demonstrated task and assignment management competence likewise, all of these identified leadership competencies were regularly imposed by the school heads' and considered as an asset to inspire individual performance in the workplace.
3. On the school performance in terms of national achievement results, it was concluded that there were factors to be considered to provide a favorable percentage rating and was not directly focused only on the leadership competence of the school heads in operating schools.
4. On the influence of school heads' leadership styles on schools' NAT performance, it was concluded that school heads' leadership styles of school heads were one of the vital components and not a direct predictor of school NAT performance.
5. On the influence of school heads' leadership competence towards schools' NAT performance, it was concluded that school heads' leadership competence and management were only a triggering factor to imposed positive strategies and plans in aiming possible progressive outcomes in the future but not as a main factor that influences school performance.

Recommendations

In view of the findings and conclusions made in this study, the researcher recommends that:

1. The school administrators should assess their work environment and understand their staff members thoroughly before implementing leadership styles tailored to the specific circumstances of their workplaces, thus preventing conflicts among subordinates and employees.
2. The school heads may look into the possibilities to forecast possible leadership enhancement training that promotes current trends of leadership styles to be used suited to the current era of the organization.
3. The school head may establish linkages to other premier institutions to apply acquired best practices of leadership competence in their respective school assignment.
4. The school head may look into the possibilities in acquiring important elements like purchasing of an up to date learning materials, hiring of qualified teachers, strategies teaching learning process and the like that may develop learners' ability in providing positive NAT result in the future.
5. The school head may introduce new learnings to their teachers and other employees that may be used in their daily routine at school and promote a conducive learning environment for their students in order to attain positive target outcomes in the future.

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