School Administrators' Leadership Styles and Teachers' Performance

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Abstract

This study aims to determine the school administrators' leadership style and teachers' performance. Specifically, it seeks to answer the following: (1) the leadership style of school administrators in terms of Visionary, Coaching, Affiliative, Democratic, Pacesetting, and Coercive, (2) the level of teachers' performance among the one hundred seventeen (117) teachers in East 2 District, Division of Gingoog City for the School Year 2021-2022, and (3) the significant relationship between the school administrators' leadership style and the level of teachers' performance. Frequency, percentage, mean, and standard deviation were used to ascertain the school administrators' leadership styles and teachers' performance. The research instrument was modified and developed by Judgement Index (2018) and the Individual Performance Commitment and Review Form (IPCRF) SY 2021-2022. Spearman rho was used to establish if a significant relationship exists between the school administrators' leadership styles and teachers' performance. Most of the teachers are rated Very Satisfactory in their IPCRF. School administrators always practice commanding and affiliative styles of leadership. Pacesetting, democratic, and coaching styles of leadership were perceived as often practiced by school heads. There is a strong correlation between the school administrators' leadership styles with the teachers' performance. Thus, school administrators should be open to opportunities that would allow improvement in their leadership and management styles which cater to the needs of teachers and learners in the school.

Keywords: Leadership Styles, Teachers' Performance

1. Introduction

Educational administrators play a critical role in the organization. Their leadership style significantly impacts the standard of the learning environment in schools. How school administrators manage and lead their personnel is largely determined by their leadership style as well as the personalities and behaviors of the teachers. Administrators can motivate teachers to finish assignments and maintain team cohesion, or they may become a distraction to the teaching-learning process directed by the teacher.

The administrative style, according to Ajibade et al. (2017), is one aspect that influences whether or not people are interested in and committed to the company. Administrative styles influence the efficiency with which resources are mobilized, allocated, used, and improved to improve organizational performance. Ajibade et al. emphasized that the best administration style is one that inspires subordinate potential and working abilities to improve organizational efficacy and effectiveness.

According to Ertem (2021), the schools' outcomes can have a strong relationship with the leadership styles used by the administrator. Consequently, the positive and transformational leadership styles have had a greater impact on academic achievement, while the laissez-faire and spiritual leadership styles have had a greater impact on teacher motivation. Therefore, Ertem recommends that there be research that creates a leadership theory that is tailored to various educational contexts.

Additionally, Beceril et al. (2022) mention that the majority of administrators have difficulty identifying and implementing the most effective leadership styles in their organizations. Their study attempts to establish the impact of instructional and administrative style leadership on teacher performance outcomes and identify potentially helpful intermediate elements generated by certain leadership behaviors.

However, according to Jamon (2017), administrators and teachers have different perceptions regarding the attributes and functions of administrators in resolving issues and challenges in school. With the timely issues on leadership styles of administrators in the academe and their effect on the performance of the teachers, there is a need to conduct this study, especially since there are insufficient studies in the locality. The researcher wished to conduct this study to know the relationship between the administrators' leadership styles and the performance of teachers in East 2 District, Division of Gingoog City.

This study was anchored on the study by Fannon (2018), which established that an important component of every workplace is establishing leadership and improving efficiency. To achieve this goal, a leader has to have self-awareness and be skilled in the fundamental building blocks of emotional intelligence, such as teamwork and collaboration, as well as conflict management which are important components of the six emotional leadership styles.

Many leaders find the most succeed when they practice numerous leadership styles or move flexibly between styles depending on the circumstances, utilizing situational leadership. As a result, leaders will be more effective if they demonstrate qualities of multiple styles and can adjust between them as needed.

The study is guided further by the Theory of the Six Emotional Leadership Styles by Daniel Goleman, as discussed by Verdhan (2022). These six emotional leadership styles include Authoritative, Coaching, Affiliative, Democratic, Pacesetting, and Coercive. Each approach has a distinct impact on the emotions of those being lead. Each approach works well in different settings, resonating with the team differently and yielding different results. These leadership styles may be learned by anyone. However, these styles are intended to be utilized interchangeably, depending on the demands of the team and the scenario as discussed below:

First, the people who use the authoritative style inspire others and guide them toward a common goal. Authoritative leaders give their teams direction, but they do not explain how they'll get there; they leave it to the team to find out how to reach the shared objective. Empathy is the key component of authoritative leadership. Authoritative leaders are rather direction-driven than force-driven.

Second, the coaching leadership style links individuals' ambitions with the objectives of the company. This kind of leader nurtures people for future success and is kind and encouraging. This approach focuses on having in-depth conversations with staff on topics that may not have anything to do with current work rather than on long-term life objectives and how they relate to the organization's mission. This strategy greatly affects your team because it is motivating and fosters connection and trust.

Third, the affiliative leadership style encourages team collaboration. This approach builds relationships, promotes inclusiveness, and settles disputes. They place high importance on other people's emotional needs to employ this technique. Leaders who use the Affiliative style are highly focused on emotion. So, learn how to resolve conflict and how to be optimistic.

Fourth, the Democratic leadership style focuses on collaboration. Leaders using this leadership style actively seek input from their teams, and they rely more on listening than directing. This style is best used when you need to get your team on board with an idea or build consensus. It's also effective when one needs the team's input. The Democratic leadership style shouldn't be used with people who are inexperienced, lack competence, or aren't well informed about a situation. It's best to ask for input from team members who are motivated, knowledgeable and capable.

Fifth, the pacesetting leadership focuses on performance and goal achievement. Leaders that use this leadership style expect excellence from their teams, and the leader will frequently jump in to ensure that goals are accomplished. The pacesetting approach does not tolerate poor performances; everyone is held to a high level. While this is a successful method, it may be detrimental to the team, resulting in burnout, exhaustion, and high staff turnover.

Sixth, coercive leaders utilize a forceful kind of leadership style. This approach is frequently characterized by commands, the (often implicit) threat of punishment, and tight control. People in modern, democratic countries are accustomed to having some influence over their lives and jobs, which this method

denies them. Furthermore, because this leadership style is so frequently abused, it may have a significant negative impact on a team.

2. Methodology

This study utilized a descriptive correlational research design. According to Bhandari (2022), a correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and/or direction of the relationship between two (or more) variables. The direction of a correlation can be either positive or negative.

A survey questionnaire was used to acquire quantitative data on the teachers' perceived leadership styles of school administrators. The survey data provided a numeric description of trends, attitudes, or opinions. Meanwhile, teachers' performance was based on secondary data from the results of the Individual Performance Commitment and Review Form (IPCRF) of the respective teachers.

The following statistical treatment was utilized to analyze the data of the study.

Problem 1 used the Mean and Standard Deviation to determine the school administrators' leadership styles; Problem 2 used the frequency and percentage to determine the teachers' performance, while Problem 3 used the Pearson r to ascertain a significant relationship between the school administrators' leadership styles and teachers' performance.

3. Results and Discussion

Problem 1. What is the leadership style of school administrators in terms of:
        1.1 Commanding;
        1.2 Coaching;
        1.3 Affiliative;
        1.4 Democratic;
        1.5 Pacesetting; and
        1.6 Visionary?

Table 1

Leadership Behavior and Qualities in terms of Commanding

Indicators	Mean	SD	Description	Interpretation
1. Teachers are expected to follow the administrator's instructions without challenging them.	4.16	0.84	Often	Often Practiced
2. The administrator believes that decision-making in the organization should be top-down.	4.28	0.65	Always	Always Practiced
3. The administrator believes he/she knows what is best for the teachers and expects them to do what he/she asks	4.35	0.73	Always	Always Practiced
4. If The administrator believed an existing system was hampering good work, he/she would have no hesitation in getting rid of it	4.07	0.81	Often	Often Practiced
5. The administrator thinks that teachers should have a say in setting goals and objectives	4.26	0.44	Always	Always Practiced
Overall Mean	**4.22**	**0.69**	**Always**	**Always Practiced**

Note: 4.21 – 5.00 Always   3.41 – 4.20 Often   2.61 – 3.40 Sometimes 1.81 - 2.60 Rarely 1.00 – 1.80 Never

Table 1 reveals the behavior and quantities of the administrators as perceived by teachers in terms of the commanding style of leadership. It revealed that it has an Overall Mean of 4.22 with SD= 0.69, which is

described as Always interpreted as Always Practiced. This may imply that the administrators utilize a forceful kind of style. This means that these administrators take commands through the threat of punishment and tight control. They also know the consequences of not completing a task successfully within the given timeframe. This clarity can improve the job performance of teams that do not work well due to ambiguous expectations. This leadership style's precise rules and guidelines make it possible to create a robust framework for maintaining safety and meeting regulatory requirements. When deviation from regulations is disastrous, command leadership is a good idea. Also, a commanding leader's experience can help inexperienced teams performing low-complexity tasks get the structure they need. The leader outlines the specific tasks and duties that must be followed. This way, the leader's experience is transferred to each team member, which leads to positive results. According to Lindberg (2023), the hallmark of commanding leadership is clarity of communication. All team members know what is expected from them and the rewards issued for successful task completion.

Moreover, the indicator, the administrator believes he/she knows what is best for the teachers and expects them to do what he/she asks has the highest Mean of 4.35 with SD= 0.73, which described as Always and interpreted as Always Practiced. This implies that most of the teachers were able to conceive their administrators to have believed that they knew what was best for the teachers and expected these teachers to do what was asked of them. This may also mean that administrators were able to disseminate tasks properly which fits the teachers' capacity and capability. According to Mesaglio (2020), effective leaders provide their subordinates the freedom to choose the best course of action while keeping in mind a defined set of organizational goals. Overly centralizing decision-making stumbles the organization's ability to respond quickly and effectively.

On the other hand, the indicator, if the administrator believed an existing system was hampering good work, he/she would have no hesitation in getting rid of it got the lowest Mean of 4.07 with SD= 0.81, which is described as Often and interpreted as Often Practiced. This implies that only several teachers perceived that their administrator believed that if the existing system hampers good work, then it should get rid of. This may also mean that administrators are willing to compromise routines and standard procedures if it holds back effectively and efficiency of work or programs. Though many would prefer to have a leader who is firm and strong, the leader's ability to compromise is essential for any organization. According to Trapp (2018), people may like strong leaders and those who seem to stand up for them. However, it is debatable if their interests are actually being served if the outcome is merely a standoff rather than any action to resolve the issues that first upset them. And that's before you even examine how a leader may influence public opinion rather than merely submitting to it.

This result is parallel to the results of the study by Al-Garaidih and Al-Kharosi (2019), where commanding style of leadership was found to be moderately practiced. The study discussed further that this may be attributed to the fact that school administrators who have a commanding leadership style are characterized by centralization of power and completion of work through threats and coercion, as well as using the principle of fear and punishment. In addition, these leaders are always using threats as rewards and punishment, and thus teachers behave satisfactorily to this leader out of fear of warnings and punishment.

On the contrary, the study by Gutierrez et al. (2022) determines that only 30% of the respondents perceived their head or administrator to have practiced a commanding leadership style. Yet, the study also indicates that these leaders were perceived to possess the highest level of self-management along with the visionary leader. Further, results show that commanding leaders, with pacesetting leaders, were the ones with the highest perception of alignment in their teams.

Table 2 reveals the behavior and quantities of the administrators in terms of the pacesetting style of leadership. It revealed that it has an overall Mean of 3.84 with SD= 0.84, which is described as Often teachers and interpreted as Often Practiced. This means that teachers are agreeing that the administrators often practice a pacesetting style of leadership. This may imply that the administrators focus on performance and goal achievement. This means that these administrators expect excellence from their teams, and they will

frequently jump in to ensure that goals are accomplished. According to Lindberg (2023), even though the expectations might be high, the pacesetting leader is really setting an example for others to follow. This is an important thing in leadership in general. It can make one to be a role model and perhaps, more importantly, it underlines that teachers do not ask more of others. It will be very bad if others imitate bad behaviors. Lastly, it is not good to be delayed. This means the internal and external stakeholders will be disappointed. Delays and disappointments are reasonable to avoid in general and a pacesetting leader show and repeat why this is important. In most businesses, a reminder to adhere to time plans and delivering on expectations is a good thing, and it can help the organization to grow.

Table 2
Leadership Behavior and Qualities in terms of Pacesetting

Indicators	Mean	SD	Description	Interpretation
1. Every expectation that the administrator has for the teachers is demonstrated by the administrator himself/herself.	4.25	0.74	Always	Always Practiced
2. The administrator believes that work should be very task focused.	4.03	0.88	Often	Often Practiced
3. The administrator identifies poor performers and demands more from them.	2.71	0.94	Sometimes	Practiced
4. The administrator believes that if people do not perform well enough, they should be quickly replaced.	3.74	0.98	Often	Often Practiced
5. The administrator believes that the school can always find ways to do things better and faster.	4.47	0.68	Always	Always Practiced
Overall Mean	**3.84**	**0.84**	**Often**	**Often Practiced**

Note: 4.21 – 5.00 Always   3.41 – 4.20 Often   2.61 – 3.40 Sometimes 1.81 - 2.60 Rarely 1.00 – 1.80 Never

Moreover, the indicators, the administrator believes that the school can always find ways to do things better and faster has the highest Mean of 4.47 with SD= 0.68, which is described as Always and interpreted as Always Practiced. This means that teachers perceived their administrators be efficient and effective in the accomplishing tasks in the school. This may also imply that administrators were task oriented. According to May (2022), a leader who prioritizes completing tasks in order to meet established goals or targets by the given deadline is said to be task oriented. Their primary concern is the output, effectiveness, and performance of the people, groups, or departments they are in charge of.

On the other hand, the indicator, the administrator identifies poor performers and demands more from them has the lowest Mean of 2.71 with SD=0.94, which is described as Sometimes and interpreted as Practiced. This means that teachers were able to perceive their administrator to likely assess performance and asks for better results for mediocrity. This may also imply that some of the administrators set high standards and clear expectations from the teachers. According to Matthews (2022), setting high standards is a tried-and-true leadership tactic. The idea of creating tough goals is one that management professionals are generally familiar with. Setting high expectations to extend their teams is a skill that great managers excel at. A leader's responsibility extends beyond just setting high standards. It also requires expressing a clear image of what it will take to achieve those goals, sometimes known as setting clear expectations.

This result is contrary to the results of the study by Al-Garaidih and Al-Kharosi (2019) where the pacesetting style of leadership was found to be highly practiced. The study discusses further that this may be attributed to the fact that this style prefers the role of top management which defines the outlines of the work and takes care of detail. It is a leadership style as successful as the power it can give to others. It also coordinates teacher concerns and goals to be achieved. Moreover, it prepares reports and notes on important issues and focuses on obtaining the data and details that may be needed at any time.

On the other hand, this result concurs with that of the study by Gutierrez et al. (2022), which determines that only 22% of the respondents perceive their head or administrator to have practiced a pacesetting style of leadership. The study discusses further that pacesetting leaders demand the whole team to act like them and not allow each member to develop their skills. They create a competitive environment.

Table 3
Leadership Behavior and Qualities in terms of Democratic

Indicators	Mean	SD	Description	Interpretation
1. The administrator spends a lot of time gaining the teachers' support on programs and projects.	4.46	0.71	Always	Always Practiced
2. The administrator believes that by discussing the problem as a group, we may all gain a great deal of insight into it.	4.26	0.71	Always	Always Practiced
3. The administrator holds a lot of meetings with the teachers to ensure that they are happy with the way that the school is working	4.17	0.84	Often	Often Practiced
4. The administrator believes that collective decision-making is the most effective form of decision-making	3.64	0.99	Often	Often Practiced
5. The administrator believes in letting the teachers have a say in the way the school is managed	4.01	0.98	Often	Often Practiced
6. The administrator thinks that teachers should have a say in setting goals and objectives	4.26	0.44	Always	Always Practiced
Overall Mean	**4.13**	**0.78**	**Often**	**Often Practiced**

Note : 4.21 – 5.00 Always   3.41 – 4.20 Often   2.61 – 3.40 Sometimes 1.81 - 2.60 Rarely 1.00 – 1.80 Never

Table 3 reveals the behavior and quantities of the administrators in terms of the democratic style of leadership. It has an overall Mean of 4.13 with SD=0.78, which is described as Often and interpreted as Often Practiced. This may imply that the administrators actively seek input from the teachers and rely more on listening rather than directing. This means that these administrators focus on collaboration. Further, these types of workers need to be uninhibited and be allowed to freely think of possible new innovations rather than being forced to adhere to a specific route or set of strict rules. Furthermore, democratic leadership can be extra valuable in organizations with knowledge workers where everyone needs to participate in leading the company in some way. Democratic leadership also facilitates the influx of information and ideas from all directions, be it the consultants themselves, their colleagues, customers, or other stakeholders. According to Lindberg (2023), organizations where research and development are important and where designs and artistic work are important can be beneficial with democratic leadership.

Moreover, the indicator, the administrator spends a lot of time gaining the teachers' support on programs and projects got the highest Mean of 4.46 with SD= 0.71, which is described as Always and interpreted as Always Practiced. This means that teachers perceived their administrator to be engaged with the teachers in the planning and implementation of programs and projects. This may also imply that the administrators are collaborative in decision making and school improvement efforts. According to Baker (2023), collaborative leadership is the practice of working together as a team to achieve a common goal. It is a style of leadership that encourages active participation from all team members in decision-making and problem-solving, fostering more creativity and innovation. Collaborative leadership enables everyone to participate in the process, which is its major advantage. Everyone in the group is given a chance to speak, which promotes improved teamwork and trust. Additionally, everyone will be more driven to work toward the same objective and produce something outstanding when they feel like they have a say in decisions.

On the other hand, the indicator, the administrator believes that collective decision-making is the

most effective form of decision-making has the lowest Mean of 3.64 with SD= 0.99, which is described as Often and interpreted as Often Practiced. The study confers further that this may be attributed to the fact that the democratic educational supervisor focuses on human relations, denies the idea of dealing with teachers on a physical, organizational basis, and recognizes the teacher's social and psychological needs, feelings, and emotions. The democratic leadership style also focuses on human relations, thus achieving greater productivity and performance and a greater level of satisfaction and acceptance. In addition, this style gives great importance to male and female teachers and depends in its leadership on persuasion and personal influence rather than intimidation and threats. This result is contrary to the results of the study by Al-Garaidih and Al-Kharosi (2019), where a democratic style of leadership was found to be highly practiced. On a similar note, this result concurs with that of the study by Gutierrez et al. (2022), which determines that only 58% of the respondents perceive their head or administrator to have practiced a democratic style of leadership. The study discusses further that democratic leaders consider the opinions of the entire team to reach a goal. They encourage everyone to participate.

Table 4
Leadership Behavior and Qualities in terms of Coaching

Indicators	Mean	SD	Description	Interpretation
1. The administrator delegates difficult tasks, even if they cannot be accomplished quickly.	3.57	1.10	Often	Often Practiced
2. The administrator thinks it's important to give teachers their time.	4.48	0.68	Always	Always Practiced
3. The administrator gives lots of instructions and feedback.	4.20	0.78	Often	Often Practiced
4. The administrator encourages teachers to create long-term development goals	4.17	0.79	Often	Often Practiced
5. The administrator makes agreements with the teachers about their roles and responsibilities and enacts development plans	4.54	0.64	Always	Always Practiced
Overall Mean	**4.19**	**0.80**	**Often**	**Often Practiced**

Note: 4.21 – 5.00 Always   3.41 – 4.20 Often   2.61 – 3.40 Sometimes 1.81 - 2.60 Rarely 1.00 – 1.80 Never

Table 4 reveals the behavior and quantities of the administrators in terms of the coaching style of leadership. It has an overall Mean of 4.19 with SD= 0.80, which is described as Often and interpreted as Often Practiced. This means that administrators connect each of the teachers' personal goals and values with that the school's goals. This implies that these administrators are empathic and encouraging, and they can develop their teachers for future success. In this kind of leadership, leaders invest time and energy into developing each member of the organization. According to Lindberg (2023), coaching leadership is when an administrator coaches his/her teachers to develop and improve over time. Coaching leadership builds engagement and focuses on improving individuals to become better persons and professionals in the long term. Coaching leadership can be difficult and time-consuming.

Moreover, the indicator, the administrator thinks it's important to give teachers their time has the highest Mean of 4.48 with SD=0.68, which is described as Always and interpreted as Always Practiced. This means that administrators were able invest their time into providing teachers with support and assistance. This may also imply that teachers perceived their administrator to be supportive and reliable. According Talirico et al. (2018), building trust, instilling inspiration, and assisting team members in overcoming obstacles are all components of supportive leadership. Leaders who want to help their teams more seek to promote cooperation, pay attention to member connections, and demonstrate commitment.

On the other hand, the indicator, the administrator delegates difficult tasks, even if they cannot be

accomplished quickly has the lowest Mean of 3.57 with SD= 1.10, which is described as Often and interpreted as Often Practiced. This means that administrators distribute their tasks to teachers even if they feel they lack the capacity to complete the task efficiently. This may also imply that the teachers perceived their administrator to have trust in the capacity of the teachers to perform well even if they are not confident, they can do it. According to Burgis (2019), the idea of finishing jobs you dislike doing is not new. It takes less mental effort to work on easy things than it does to start with tough ones. The majority of people think this is the ideal approach since one has more time to devote to challenging things. Effective leadership holds members responsible for the job they need to do. The most effective organizations have leaders that give their members the confidence to do tasks that they see as challenging. It might be difficult to get individuals to genuinely desire to perform the duties leaders needs them to. To help them proress, those who are not entirely devoted to their tasks require motivation.

This result is contrary to the results of the study by Al-Garaidih and Al-Kharosi (2019), where coaching style of leadership was found to be highly practiced. The study discusses further that this may be attributed to the fact that the greatest factor that creates self-motivation for teachers to work is to link this work to their personal and professional aspirations. Therefore, the educational supervisor, who represents the coaching leader, shall go with his conversations with teachers beyond work to the areas of their interests, aspirations, and dreams, and assign their tasks to work beyond their normal capacity to raise their efficiency and give them a dose of self-confidence that pushes them to promote these tasks.

On a similar note, this result concurs with that of the study by Gutierrez, et al. (2022) which determines that only 58% of the respondents perceive their head or administrator to have practiced a coaching style of leadership. The study discusses further that coaching leaders focus on inspiring team members to develop their talents and skills. She/he inspires belief in the team's members to achieve a common goal.

Table 5
Leadership Behavior and Qualities in terms of Affiliative

Indicators	Mean	SD	Description	Interpretation
1. The administrator has the complete trust of the teachers.	4.47	0.66	Always	Always Practiced
2. Instead of spending time correcting mistakes, the administrator would prefer that the teachers enjoy their work.	4.26	0.73	Always	Always Practiced
3. The administrator puts a lot of effort into giving all the teachers a strong sense of belonging.	4.41	0.76	Always	Always Practiced
4. The administrator works hard to establish strong emotional bonds between him/her and the teachers.	3.86	0.97	Often	Often Practiced
5. The administrator gives the teachers the freedom to achieve their goals	4.31	0.71	Always	Always Practiced
Overall Mean	4.26	0.77	Always	Always Practiced

Note: 4.21 – 5.00 Always   3.41 – 4.20 Often   2.61 – 3.40 Sometimes 1.81 - 2.60 Rarely 1.00 – 1.80 Never

Table 5 reveals the behavior and quantities of the administrators in terms of affiliative style of leadership. It has an overall Mean of 4.26 with SD= 0.7, which is described as Always interpreted as Always Practiced. This may imply that administrators promote harmony within the school and emphasize emotional connections among everyone. This means that these administrators connect people by encouraging inclusion and resolving conflict. A school administrator who practices affiliative leadership focuses on building connections among the teachers and himself/herself. This is best when dealing with internal conflicts in the

school. Yet, as this kind of leadership gives emphasis on harmony, the school might lose focus on the main goals of the school. According to Lindberg (2023), Affiliative leadership is completely focused on the people and relationships in an organization. The leader's primary task is to ensure harmony and friendship in the workplace. This leads to happy employees but can also lead to poor performance.

Moreover, the indicator, the administrator has the complete trust of the teachers has the highest Mean of 4.47 SD=0.66, which is described as Always and interpreted as Always Practiced. This means that teachers trust their administrator completely. This may imply that teachers have confidence in the administrator to complete tasks and resolve conflicts and problems with clear solutions. Administrators are open and transparent in his/her dealings without any vague transactions. According to Zenger and Folkman, leaders want the members of their team to respect them. And for good cause. Trust is a key factor in determining whether people are seen favorably or unfavorably by others. But it's not always easy to build that trust, or perhaps more significantly, how to rebuild it when one has lost it. If a leader will be respected by his peers, direct subordinates, and other team members depends on three factors. These consist of reliable connections, stability, and wisdom/expertise. Positive relationships found to be the most crucial factor in that, without them, a leader's trust rating declined most noticeably. When a leader does well on each of these factors, they were more likely to be trusted.

On the other hand, the indicator, the administrator works hard to establish strong emotional bonds between him/her and the teachers has the lowest Mean of 3.86 with SD= 0.97, which is described as Always and interpreted as Always Practiced. This means that administrators are able develop connections with the teachers. This may imply that teachers perceive their administrator to have a good understanding of collaborative and teamwork. When the leader and its members are in sync, the workplace becomes more conducive which may result to better productivity. According to Dharia (2021), a conducive work environment is important for driving people to work hard and stay together despite unexpected circumstances, but this doesn't happen overnight. It needs to be nurtured and valued first by the leader and then by every member of the organization.

On a similar note, this result concurs with that of the study by Gutierrez, et al. (2022) which determines that only 58% of the respondents perceive their head or administrator to have practiced an affiliative style of leadership. The study discusses further that affiliative leaders try to establish a good environment in the team and promote the bonding of the team members. She/he helps to create a good group atmosphere.

This result is contrary to the results of the study by Al-Garaidih and Al-Kharosi (2019), where an affiliative style of leadership was found to be highly practiced. The study discussed further that this may be attributed to the fact that the educational supervisor represents the inspiring leader for male and female teachers. He also can deliver his high expectations to others, promotes harmony among teachers at school, encourages communication with each other inside the school, and is characterized by kindness in dealing with them.

Table 6 reveals the behavior and quantities of the administrators in terms of the visionary style of leadership. It has an overall Mean of 4.34 with SD=0.73 which is described as Always and interpreted as Always Practiced. This may imply that the administrators are able to inspire his/her subordinate towards achieving a common goal. This means that these administrators tell their teachers where they're all going, but not how they are going to get there – they leave it up to the teachers to find their way to the common goal. Few factors may have a greater influence on how well your team works together than ensuring that there is a shared vision. A compelling organizational vision may practically direct all of the organization's activities. It may facilitate decision-making, keep your team motivated, and keep them focused on the broader picture. It is simpler to establish organizational culture and create a winning strategy when there is a compelling vision. According to Lindberg (2023), a visionary leader truly understands the big picture and sets a long-term path for the organization. When applying a visionary leadership style, the long-term vision is also properly communicated and explained to the members of the organization. A great visionary leader manages to

communicate and market the vision in such a way that members of the organization feel inspired and understand how they will benefit from its realization. This is often much more difficult than it sounds, especially if there are many layers in the organization where the vision can be misconstrued, diluted, or misunderstood while cascaded downwards. How the vision is explained is crucial for its successful deployment and implementation of it. Visionary leaders often use powerful metaphors, and scenarios of storytelling to ensure the spread and buy-in of the vision.

Table 6
Leadership Behavior and Qualities in terms of Visionary

Indicators	Mean	SD	Descrption	Interpretation
1. The administrator is more interested in setting long-term goals than in being involved in the detailed day-to-day work	4.12	0.77	Often	Often Practiced
2. The administrator explains the organization's approach to the teachers in a language they can understand.	4.46	0.68	Always	Always Practiced
3. Once the administrator has outlined the direction that the teachers should pursue, the administrator allows the teachers the freedom to take calculated risks and be innovative.	4.35	0.66	Always	Always Practiced
4. The administrator seeks to establish a vision and asks for the assistance of the teachers in realizing that vision.	4.23	0.81	Always	Always Practiced
5. In giving feedback, the administrator looks at the extent to which a person's work has furthered the group's vision	4.38	0.76	Always	Always Practiced
6. The administrator set out where he/she wants the team to get to and expects them to use their initiative in getting there.	4.48	0.69	Always	Always Practiced
Overall Mean	4.34	0.73	Always	Always Practiced

Note: 4.21 – 5.00 Always   3.41 – 4.20 Often   2.61 – 3.40 Sometimes 1.81 - 2.60 Rarely 1.00 – 1.80 Never

Moreover, the indicator, the administrator set out where he/she wants the team to get to and expect them to use their initiative in getting there, has the highest Mean of 4.48 with SD=0.69, which is described as Always and interpreted as Always Practiced. This means that administrators clearly define the target and goal of the school to the teachers. This may also imply that teachers understand their tasks and knows how this task can be accomplished. In this kind of work environment, members of the organization are encouraged to proactive and have initiative. According to Parker and Wang (2019), there is a high demand for proactive personnel, and it makes sense. These workers don't need to be instructed to take the initiative when it comes to bringing about good change. According to research, proactive people perform, contribute, and innovate better than their more passive counterparts.

On the other hand, the indicator, the administrator is more interested in setting long-term goals than in being involved in the detailed day-to-day work" has the lowest Mean of 4.12 and a standard deviation of 0.77 with a description of Often and interpreted as Often Practiced. This means that administrators were more engaged in broader goal setting than establishing specific details of the operation. This may also imply that teachers perceive their administrator to be visionary and always looks at the wider picture of every situation. According to Ashkenas and Manville (2019), one of the essential skills for leaders is developing a vision that unifies the organization. A clear, inspiring vision may feel almost magical in the way it unites members across the organization around a shared objective and serves as a center for formulating plans for a better future.

This result is contrary to the results of the study by Al-Garaidih and Al-Kharosi (2019) where the visionary style of leadership was found to be highly practiced. The study discusses further that this may be attributed to the fact that the educational supervisor shall set a vision to express his own vision. Thus, achieving the vision of the educational institution is an achievement for the leader's self-realization as well as his personal aspirations. When the vision set by the educational supervisor is consistent with his vision and reflects his self-realization, the heart will be filled with enthusiasm and passion to achieve this vision because he achieves his self-realization through it, and then such enthusiasm and passion will move to male and female teachers. Thus, the educational supervisor can influence others and push them to achieve his own vision. Therefore, a clear vision was an essential requirement for successful leadership.

On a similar note, this result concurs with that of the study by Gutierrez, et al. (2022) which determines that only 54% of the respondents perceive their head or administrator to have practiced a visionary style of leadership. The study discusses further that visionary leaders have a solid vision of the goal and try to involve the team to reach it. She/he listens and encourages improvement.

Problem 2. What is the level of teachers' performance for the School Year 2021-2022?

Table 8
Teachers' Performance

Level of Performance	Frequency	Percentage	Mean	SD	Interpretation
Outstanding	31	26.50			
Very Satisfactory	86	73.50			
Satisfactory	0	0	4.26	0.44	Very Satisfactory
Unsatisfactory	0	0			
Poor	0	0			
Total	**117**	**100.00**			

Note: 4.500-5.000 Outstanding   3.500-4.499 Very Satisfactory   2.500-3.499 Satisfactory
1.500-2.499 Unsatisfactory   Below 1.499 Poor

Table 8 shows the frequency and percentage distribution of the teachers' performance. More than half of the respondents have very satisfactory performance, with a total of 86, or 73.50%. Moreover, only 31 or 26.50% of the total sample population got an outstanding performance. This may imply that teachers are able to perform based on or beyond what is expected of them. This means that teachers are productive and fits within the system that the school utilized. The teachers' performance was based on the results of the IPCRF for SY 2021-2022. The rating scale is based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies. A Very Satisfactory rating indicates that 'performance exceeded expectations. All goals, objectives and target were achieved above the established standards.

As per DepEd Memorandum No. 008 s. 2023, IPCRF is part of the Result-Based Performance Management System (RPMS). Wherein IPCRF are expected to be accomplished in the Phase IV. Teachers are expected to demonstrate the duties and responsibilities: Applies mastery of content knowledge and its application across learning areas. Facilitates learning using appropriate and innovative teaching strategies and classroom management practices; Manages an environment conducive to learning; Addresses learner diversity; Implements and supervises curricular and co-curricular programs to support learning; Monitors and evaluates learner progress and undertakes activities to improve learner performance; Maintains updated records of learners' progress; Counsels and guides learners; Works with relevant stakeholders, both internal and external, to promote learning and improve school performance; Undertakes activities towards personal and professional growth; and Does related work.

On this same note, the study by Paz (2021) revealed that teachers' performance could be influenced

by several factors. Factors affecting teachers' performance can be personal, school, learners, or the community. School-related factors include the kind of leadership the administrator have in the school.

Problem 3. Is there a significant relationship between the school administrators' leadership style and the level of teachers' performance?

Table 9
Test Correlation on Overall Leadership Behavior and Qualities and Teachers' Performance

Leadership Variables	r-value	p-value	Teachers' Performance Description	Interpretation
Commanding	0.013	0.893	No Linear Relationship	Not Significant
Pacesetting	0.635	0.002	Moderate Positive Relationship	Significant
Democratic	0.523	0.014	Moderate Positive Relationship	Significant
Coaching	0.912	0.000	Strong Positive Relationship	Significant
Affiliative	0.821	0.000	Strong Positive Relationship	Significant
Visionary	0.774	0.001	Strong Positive Relationship	Significant

Note: *significant at $p<0.05$ alpha level   S – significant   NS – not significant

The above table shows the Pearson's correlation test between the independent variables: Commanding, Pacesetting, Democratic, Coaching, Affiliative, and Visionary, and the Teachers' Performance as dependent variable of East 2 District, Division of Gingoog City. The test revealed a positive correlation between five variables with the following r value and its percentage: Pacesetting, with 0.635 or 63.5%, described a moderate positive correlation; Democratic, with 0.523 or 52.3%, described a moderate positive correlation; Coaching, with 0.912 or 91.2% that described strong positive relationship; Affiliative with 0.821 or 82.1% describes as strong positive relationship; and Visionary with 0.774 or 77.4% described strong positive relationship. When one variable changes its direction, the other variable changes in the same direction. However, the test revealed one variable that described no linear correlation which is the Commanding with 0.013 or 1.3%. When one variable changes its direction, the other variable does not change in the opposite direction.

Table 9 took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be gleaned from the same table, independent variables are significant at 0.05. leadership styles of administrators have a significant relationship with teachers' performance. In summary, taking it at the coefficient level, the leadership style of the administrators is a good predictor of their teaching performance, with a p-value less than 0.05 and a weak positive correlation. Thus, the correlation analysis yielded that the null hypothesis test was rejected. With the following findings, a strong positive for Coaching, Affiliative, Visionary, and moderately positive for Pacesetting, and Democratic, where a relationship exists between the variables.

Moreover, the variable Commanding has a p-value of 0.893 which is above the significance level of 0.05. Thus, the null hypothesis is accepted for this variable which means that the dependent variable has no linear relationship with the dependent variable. This implies that the Commanding style of leadership has no significant relationship with teachers' performance. According to Lindberg (2023), the commanding leadership style quickly becomes ineffective in more complex situations involving senior people and leads to horrible employee engagement in the long run. In Commanding leadership, the leader makes all the decisions. Commanding leadership ruins employee engagement, making it a style used very rarely. This may be the reason why commanding leadership showed no significant relationship to teachers' performance. In a population where teachers were rated as Very Satisfactory, school administrators were less likely to employ a commanding style of leadership.

These results are parallel to that of the study by Sarwar et al. (2022). Their study revealed that the leadership styles of administrators have a positive impact on the teachers' performance. It also revealed that

democratic kind of leadership was practiced at a higher level compared to autocratic kind of leadership. Moreover, the study by Abu Nasra and Arar (2020) showed that Teachers' in-role performance increases as they perceive their principals' leadership style as more transformational and less transactional. This means that teachers would prefer a leadership style that would influence attitudes through the development of enthusiasm, trust, and openness. These are traits that reflect Coaching, Affiliative, and Visionary leadership styles.

Furthermore, the study by Dursun and Bilgivar (2022) revealed that the leadership style of school principals had a high effect on teacher performance. On a deeper note, the result also revealed a moderately positive relationship between leadership styles and teacher performance, and organizational happiness. Finally, it has been concluded that instructional leadership behaviors that positively affect teacher performance significantly predict organizational happiness. In addition, the transformational, instructional, and visionary leadership behaviors of school principals are a strong factor that predicts teachers' happiness and performance.

4. Conclusions and Recommendations

This study came up with the following conclusions based on the findings of the study:

1. The administrators always utilized a visionary style of leadership. Administrators were able to make agreements with teachers about their roles and responsibilities and enacts development plans.

2. The teachers are rated as very satisfactory. This may indicate that their performance has exceeded expectations. And that all goals, objectives, and targets were achieved above the established standards.

3. A strong positive relationship between coaching, affiliative, and visionary style of leadership may indicate that teachers were able to perform better in their respective tasks at school if the administrators are able to lead by example and would give emphasis on teamwork and collaboration.

Based on the findings, the study presented the following recommendations to likely contribute to improving the performance of learners:

1. Administrators see to it that a command-and-control style of leadership be used timely and not cause hindrance for teachers in achieving their respective tasks. That this leadership style be evaluated if it fits the kind of teachers that the school have and if it allows better performance for teachers.

2. The Department of Education provides an avenue to improve the leadership and management skills of school administrators. That there be an assessment for leadership and management among administrators to ensure that they can empower their teachers to perform better for the success of their respective learners.

3. The school administrators be open to opportunities that would allow improvements in their leadership and management styles which cater to the needs of teachers and learners in the school.

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