

Leadership Style of Principals on The Performance of Public Elementary Teachers of Matanao 1st District

RIEL JEAN G. POTEKAS

Teacher I

Master Of Arts in Educational Management

Rizal Memorial Colleges, Inc.

rieljean.gaviola@deped.gov.ph

Abstract — This study assessed the relationship of leadership style of the principals on the performance of public elementary school teachers. A descriptive-correlation design was utilized in the study. A regression analysis was also employed in the study. The survey utilized an adapted questionnaire to measure the relationship of the leadership style of the principals on the performance of public elementary school teachers. A questionnaire was distributed to 188 public elementary school teachers. The data were treated using the mean, person r , and regression. The findings are as follows: the level of leadership style of principals, and teachers' performance of the public elementary teachers is high. The principal leadership style has a significant relationship to the performance of public elementary school teachers.

Keywords — *Leadership style, public school teacher, teacher performance, collection, Philippines.*

I. Introduction

The recently completed Basic Education Report 2023 was released on January 30, 2023, by Sara Z. Duterte, our Vice President and Secretary of Education. There are 1,700 damaged classrooms in Visayas out of the 28 million Filipino students that attend schools, with 104,000 of those facilities being in decent shape. Congestion exists in the core educational curriculum, which should be improved. The necessary learning abilities are incorrect; industry partners commented that the time allotted for immersion was more for familiarization than for skill acquisition, meaning that the core fundamental skills have not yet been acquired. The main factor in success, according to Ferdinand R. Marcos Jr., the President of the Republic of the Philippines, is going to be upskilling and reskilling our people.

Teachers believe that since distant learning is becoming more widespread, the entire institution should be responsible for it, not just them individually. For teachers to implement distant learning, they also required assistance, enough resources, and time (Stone and Springer, 2019). Therefore, teachers faced several difficulties related to technology, pedagogical innovations, governmental regulations, and the unique requirements of pupils. The teachers need a lot of assistance since they felt ill-prepared. But technology-savvy teachers were better equipped to make the switch to online instruction Trust & Whalen, (2020).

Even while the general picture is favorable, there may be concerns that are crucial for potential catastrophes in the future. Although it is impossible to predict when a crisis will arise, schools should be ready for unusual teaching arrangements as they train and prepare. A school's approach should include becoming ready for distant learning and online instruction. More real-time teaching techniques can be provided by technology, but their application necessitates clarification of some ethical issues, particularly on who has the right to access this data. Additionally, there is a need for chances for colleagues to exchange experiences and for instructors to engage in active communication. The community role of schools in distance learning working remotely is mostly a solitary endeavor. In distant learning, social connections need to be strengthened in innovative ways by both professors and students.

The management's commitment to comprehending the school's objectives is thought to be strongly led by the principal, according to Bhujel, (2021). According to Mestr, (2017), to accomplish the specific objectives that the schools have set, principals must carry out multifaceted tasks in the 21st century. They steer the school's vision and put organizational growth and academic advancement front and center as leaders. By fostering connections with teachers that are encouraging and believable, principals may drive educational growth Sowell, (2022). Teachers need to be aware of a variety of concepts for teaching to be implemented successfully. The instructor must first be well informed on each pupil for whom they are responsible. Teachers need to have a foundational knowledge of the subject matter, be able to manage teaching and learning programs, manage classes with learning experiences, be able to use media and resources with learning experiences, be able to master educational foundations with learning experiences, be able to assess student achievement with learning experiences, and recognize the functions and programs. Knowledge of the ability to manage school administration through a learning experience Wiranto (2021).

There has been a growing realization that this subject requires more study, as the change in format is likely to disrupt learning pedagogy, affecting both students and teachers. This in comparison to traditional teaching and learning, online teaching and learning adaption requires a structured strategy to evaluation. Previously, the focus may have been on in-person education Kumar, (2021).

The current study aims to examine the hypothesis of how principal leadership style influenced public elementary teachers' performance. Significantly adjust to the transforming conditions. By altering student preparation for school, teacher ability and motivation, as well as school atmosphere and environment, it has a substantial influence on enhancing educational results. Effective school leadership is required to increase educational quality and equity. School leadership is a complex role that faces difficulties in this epidemic. In the Philippines, administrators had a tough time switching from the previous system of overseeing schools to the new system Dayagbil, (2021). To assist them prepare for this new educational norm, most school leaders have developed a variety of leadership philosophies. School administrators in the

Philippines and other parts of the world are today dealing with levels of difficulty that are unexpected and inescapable.

In accordance with Nurkhin et.al. (2023) that the effectiveness of the principal strongly affects the effectiveness of the instructor. Although it has not been demonstrated that the performance of the principal has a substantial impact on teacher competency, it is still an important factor in the school atmosphere. According to other findings, teacher competency and school atmosphere are important predictors of teacher performance.

The role of school leadership in education has grown in importance on a worldwide scale. As stated by Cordeiro & Cunningham, (2016), the principal in today's schools must be a capable school leader who is committed to leading the accountability parade and handling expanded duties. Without strong leadership, the chances of institutional transformation in teaching and learning are small.

Pre-service teachers said they had issues with "implementation," "failure to build communication with friends," "impossibility," "sound problems," and "instructor." In the learning and teaching environment, determining the problems is the first step toward their resolution Özüdoğru, (2021).

School leaders should pay attention to teachers' stress and anxiety, as well as improving online teaching competencies, to increase online teaching efficacy. How teachers perform and react to the global pandemic, as well as how the epidemic affects an education system, can be used as fresh circumstances for thinking about how to improve SDG4 in developing nations Pham, (2021).

Teachers faced numerous obstacles when they were obliged to adopt a distant teaching and learning approach Ross-Hain, (2020). Educators adjusted curricular material, delivery, and assessment methods to accommodate and engage students while maintaining academic objectives and minimizing excessive stress for their students. Furthermore, teachers' priorities shifted from academic achievement to student well-being. Other teacher takeaways include ideas for future practice in both traditional and distance learning settings, as well as observations on how their distant learning experiences in the spring of 2020 might affect their future as educators.

This research by Alves, (2021) provides scientific foundations for the creation of treatments aimed at improving teachers' professional well-being, with a focus on emotional management and the development of digital skills in long-serving teachers. This study indicated that more and stronger investment in public policies for reform and, as a result, renewal of the teaching class is required.

Teachers' job satisfaction was significantly impacted by their lack of engagement with their colleagues and students. Finally, the findings revealed that the teachers assisted the students to the best of their abilities, even after office hours Jimale, (2021).

Transformational leadership was discovered to have an impact on two dimensions (affiliation, creativity, professional interest, and resource sufficiency), whereas transactional leadership only has an impact on participative decision making Tajasom & Ahmad, (2011). The full range model of leadership and self-determination theory Eyal & Roth, (2011) were combined in this study. The findings, which were based on structure equation modeling, backed up the assumptions, indicating that school principle leadership styles influence teacher motivation and well-being.

The leadership of the principal is required in this challenging time because the principal also has a role as an educator who is responsible for enhancing the professionalism of teaching staff in schools, i.e., by encouraging and fostering zeal, academic climate, and work ethic for the school community as reported by Rahmat & Kadir, (2020). De Lima, (2015) underlined the significance of the connection between professional responsibility and teacher effectiveness, finding a strong correlation between the two.

The research revealed that the communication methods of principals had a significant and strong positive. Principals' communication styles in terms of expressiveness, precision, niceness, and supportiveness, as well as principals' reflection techniques, show large and strong positive relationships. Schools with excellent communication styles between school principals and teachers were projected to have better climates. This research has substantial practical consequences, as it is critical for principals to use effective communication strategies with teachers to create and maintain a positive school atmosphere Nair, (2021).

In consonance with Pramono, (2023) teachers will be able to offer their all-in online learning if there is a positive school atmosphere. Additionally, there is empirical support for the hypothesis that competency and school environment mediate the effect of principal performance on teacher performance. Schools must establish an effective workplace learning environment that fosters individual teachers' competency and involvement in educational institutions. According to Manaf et al, (2017) knowledge management will function properly in educational institutions if each teacher's individual performance is strong.

According to research by Nyongesa presented in 2022, the leadership qualities of the school principal have a significant impact on student achievement. The principal is responsible for supervising, organizing, and inspiring both instructors and students. The report suggested that the administration of the school develop programs to strengthen the leadership abilities of the principal and instructors. Considering the finding, Kaso et al. (2022) noted that a principal's leadership had a considerable, positive impact on teacher performance.

Figure 1 shows the conceptual framework showing the study made up of the variables. The independent variable is leadership styles and the indications are as follows: Employee orientation is the process of familiarizing new employees with your company's culture, hierarchy, job responsibilities, colleagues, workplace facilities and more in order to build employee confidence

and to help new employees adjust to their new job more quickly; contributes to a more effective, productive workforce; improves employee retention; and encourages communication between the manager and the new employee. Making teachers satisfied at work, integrating them in teaching-related activities, keeping them motivated to continue their commitment to the organization, and enhancing their psychological aspects are all ways to empower teachers. When these requirements are achieved, a positive attitude about work will be evident as stated by Baog et al, (2022).

Change orientation refers to a new or different predetermined position, employees engaging in change-oriented activities actively take responsibility for events to bring about future changes in themselves or their organization, and production orientation refers to organizations with a production orientation that ignores the needs of its customers in favor of the efficient manufacture of a high-quality product.

Current educational systems are facing significant, abrupt, and unpredictable new demands. The general view is that to effectively address the pandemic crisis, teacher competency training is crucial. A teacher training program for support teachers, who operate on schools' front lines, should be developed to help them deal with stress, prevent burnout, advance their information and communications technology, and implement the concepts of emotional intelligence in accord with the study of Pozo-Rico et al, (2020).

Production-oriented leaders care more about getting the job done than about the well-being and motivation of their employees. Early interpretations of the Michigan study found that people-centric leadership is the most successful. It has a significant impact on their work and how they interact. Knowing your personality type can help you communicate more effectively, understand the needs of others, and form fruitful connections. Conforming to statement of Manaf et al, (2017) schools must provide a productive organizational learning environment that fosters competency and individual teachers' participation in public schools for children. Undoubtedly, knowledge management will continue. The efficiency of a school is mostly dependent on its leadership, environment, and instructors. Although the principle, who acts as the school's teaching leader, holds a lot of power, other school personnel and teachers can also play leadership roles.

II. Methodology

According to Hakim (2000), design is primarily concerned with the goals, uses, objectives, ambitions, and plans within the practical constraints of space, time, resources, and researcher availability. The quantitative research study will use the descriptive – correlational method. Quantitative research is considered an analytical approach to research, which requires researchers to see the world as being outside of themselves and that there is an objective reality that is independent of any observation (Rovai, et al., 2014). Best Kahn (2006) asserts the descriptive research uses quantitative techniques to describe what is, describing, documenting, evaluate, and interpreting situations that are present. Correlational research is a non – experimental quantitative

research that uses correlational statistics to qualify and characterize the degree of relationship between variables or set of scores (Creswell, 2012).

Respondents of this study are teachers in public elementary schools in Matanao I District of Davao del Sur. There were 15 elementary schools in the district of Matanao I and there are 188 teachers as of 2022. The district statistician provided the number of teachers involved in this study, and they will be treated as research participants.

The researcher used stratified sampling of the whole population. According to Parsons (2014), in sample surveys, stratified sampling is a probability sampling approach that is used in the elements of the target population are separated into various groups or strata, with elements within each stratum being similar in terms of certain survey-relevant features. By doing this, the researcher is likely to gain deep insight into the events he is interested in there is less risk of missing potential insights from community members.

The Matanao I District consists of teachers of various levels, from kindergarten to six grades. Their responses to the provided questionnaires will serve as the primary data on the influence of leadership style of principal on the performance of teachers. In addition, respondents to the study will be screened and identified using the district teachers profiling. This will give the researcher more confidence in the fact that the respondents were all teachers and that their residences were in the research area. The researcher will also seek the help of the district registrar to identify the teachers excluded from the study, such as: Teachers who are not from the Matanao I district and those who have already been transferred to another district. In addition, respondents had the right to withdraw their participation in the study if certain circumstances such as unpredictable weather conditions, illness, and teachers' unwillingness could arise during the study.

The research was conducted specifically at elementary schools in Matanao I District in the School Year 2022-2023 in Davao del Sur.

The data was treated using the mean, person r and regression. This was used to determine the overall level of leadership style and teachers' performance. Mean the tool will be applied to examine the significant relationship between the leadership style and teachers' performance. Regression, this tool will be employed to determine the significant influence between leadership style and teachers' performance.

III. Results and Discussion

The data gathering activities conducted were analyzed and interpreted and resulted in the following findings:

The level of leadership styles of principals as perceived by public elementary school teachers is high across all components measured such as employee orientation, change orientation,

and procedure orientation. Specifically, the level of leadership styles of principals in terms of employee orientation is high, while the level of leadership styles of principals in terms of change orientation is also high, and the level of leadership styles of principals in terms of procedure orientation is high.

The overall level of teachers' performance of public elementary teachers across all components such as personal abilities, teaching learning process and responsibility and punctuality is high. This means that the components personal abilities, teaching-learning process, and responsibility and punctuality are high.

Finally, the data gathered indicated that there is a significant relationship between the leadership styles of principals and teachers' performance of public elementary teachers.

Analysis

This study investigated the relationship between principals' leadership styles and teachers' performance in public elementary schools. The findings of this study indicate that principals' leadership styles across employee orientation, change orientation, and procedure orientation were perceived as high by teachers while teachers' performance levels were also rated as high across personal abilities, teaching-learning process, and responsibility and punctuality. More importantly, the data revealed a significant relationship between principals' leadership styles and teachers' performance.

This study further highlighted the importance of teacher professionalism and its link to collegial leadership and community engagement, as well as the role of teacher interactions and beliefs, as suggested by the affective events theory.

It is to be noted that change orientation was the most prevalent leadership style among principals, followed by employee orientation and procedure orientation. This aligns with Herzberg's Motivation-Hygiene Theory on the importance of innovation. On the part of teachers' performance, responsibility and punctuality were the highest-rated components, followed by the teaching-learning process and personal abilities. The findings of this study confirm a significant relationship between principals' leadership styles and teachers' performance, with teacher professionalism being the most strongly related factor, followed by community engagement.

Discussion

Based on the study's results, the researcher has drawn into concluding that teacher professionalism ranks the highest among other characteristics like collegial leadership and community engagement. According to Ozdemir's (2017) affective events theory, teacher interactions, relationships, and beliefs have a significant impact on their professionalism.

The information makes it clear to what extent public elementary school teachers acted as leadership styles. The level at which it manifested itself most, accordingly, change orientation

came high, which was then followed by employee orientation and production orientation. Herzberg's Motivation-Hygiene Theory, published in 2005, acknowledges the importance of innovation in both boosting teachers' morale and keeping them up to date.

When examining how the performance of public elementary teachers, it was depicted that responsibility and punctuality stood out more than the other measures, these findings should be taken into consideration. Second place went to the teaching and learning method, while third place went to personal abilities.

The results support earlier research that demonstrates there is a relationship between and teachers' performance in public elementary schools, and that this relationship is most significantly connected with teacher professionalism. The second and final steps were followed by the community engagement.

According to the study, there is a substantial association between the two variables pertaining to teachers' performance and employee orientation. These results clarify the significance of this relationship for teachers at public elementary schools. The second signal is the production orientation, and the third and final indicator is the change orientation.

The research contributes to a clearer understanding of the importance of the connection between leadership styles, and performance of public elementary teachers. This finding indicates that there is a relationship between elementary public school teachers' performance and principal leadership styles.

There was a substantial impact on the leadership style on the performance of public elementary school teachers. However, some areas of this study received the lowest ratings, such as the leadership styles of the principals, particularly in indicators of employee orientation. To achieve effective leadership that is committed to improving teaching performances among the facility's teaching staff, a deep connection between leadership practices and teachers must be built. School leaders are those who oversee the work of education professionals in schools, and how they manage has a significant impact on the entire school. According to the leadership styles indicator employee orientation, which received the lowest rating, needs to be prepared by the principal in the educational system. The effective use of a certain leadership style may help participants make decisions, create goals, and interact with colleagues in a professional manner.

It is also recommended that an enhanced orientation of various principals' leadership styles may be explored to assess and identify one's dominant practice/s to address unforeseen circumstances and adversity in various school context. In like manner a professional development boot camp maybe undertaken by educators to address short term and long-term roles and responsibilities for agile teams to exercise room for flexibility, relationships, interactions and lead a change management process.

For future researchers, they may navigate an in-depth knowledge and conversations on various Leadership Styles, how each find and choose any to address various school context and establish frameworks for organizational behavior and human relations. This is to adopt a vantage circle with time and practice even in challenging times to take accountability of their actions and decision.

REFERENCES

- [1] Alm, S., Låftman, S., Sandahl, J., & Modin, B. (2019). School Effectiveness and Students' Future Orientation: A Multilevel Analysis of Upper Secondary Schools in Stockholm, Sweden. *Journal of Adolescence*, 70, 62–73. <https://doi.org/10.1016/j.adolescence.2018.11.007>.
- [2] Alves, R., Lopes, T., & Precioso, J. (2021). Teachers' well-being in times of Covid-19 pandemic: factors that explain professional well-being. *IJERI: International Journal of Educational Research and Innovation*, (15), 203-217. <https://doi.org/10.46661/ijeri.5120>.
- [3] Argaheni, N.B. (2020). Sistematis Review: Dampak Perkuliahan Daring Saat Pandemi Covid 19 Terhadap Mahasiswa Indonesia. *Placentum: Jurnal Ilmiah Kesehatan dan Aplikasinya*, 8 (2), pp. 99-108. <https://jurnal.uns.ac.id/placentum/article/view/43008>
- [4] Bhujel, C. (2021) "The role of principal in improvement of School Performance: A qualitative study in community school of Nepal," *Research Journal of Education*, no. 71, pp. 1–10, 2021.
- [5] Baog, I. W., Radin, M. L., & Cagape, W. E. (2022). Teachers' Work Attitudes During the Covid-19 Pandemic. *Teachers' Work Attitudes During the Covid-19 Pandemic*, 96(1), 13-13.
- [6] Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. sage.
- [7] Bradley, C., Cordaro, D. T., Zhu, F., Vildostegui, M., Han, R. J., Brackett, M., & Jones,
- [8] J. (2018). Supporting improvements in classroom climate for students and teachers with the four pillars of wellbeing curriculum. *Translational Issues in Psychological Science*, 4(3), 245.
- [9] Büyükgöze, H., & Özdemir, M. (2017). Examining job satisfaction and teacher performance within affective events theory. <http://dergipark.gov.tr/download/article-file/295093>
- [10] Chusna, P.A., & Utami, A.D.M. (2020). Dampak Pandemi Covid 19 Terhadap Peran Orangtua dan Guru Dalam Meningkatkan Kualitas Pembelajaran Darang Anak Usia Sekolah Dasar. *Premiere: Journal of Islamic Elementary School*, 2 (1), pp. 11-30. <http://ejournal.iainutuban.ac.id/index.php/premiere/article/view/84>.
- [11] Cunningham, W. G., & Cordeiro, P. A. (2016). *Educational leadership: A bridge to improved practice*. Prentice-Hall. <https://doi.org/10.31098/ijtaese.v3i2.683>
- [12] Dayagbil, F. T., Palompon, D. R., Garcia, L. L., & Olvido, M. M. J. (2021). Teaching and learning continuity amid and beyond the pandemic. In *Frontiers in Education* (p. 269). Frontiers. <https://doi.org/10.3389/educ.2021.678692>.
- [13] Delima, V. T. (2015). Professional identity, professional commitment and teachers' Performance. *International Journal of Novel Research in Education and Learning*, 2(4), 1-12.
- [14] Di Pietro, G., Biagi, F., Costa, P., Karpiński, Z., & Mazza, J. (2020). The likely impact
- [15] of COVID-19 on education: Reflections based on the existing literature and recent international datasets (Vol. 30275). Luxembourg: Publications Office of the European Union. <https://creativecommons.org/licenses/by/4.0/>.

- [16] Dunghit, J. T. J., Domalaon, J., Ramos, E., Cruz, J. D., Agustin, I., & Rayo, F. (2022). Amidst the COVID-19 Pandemic: The Principals' Leadership Styles and Secondary Teachers' Job Satisfaction. <https://www.researchgate.net/profile/Jhoselle>
- [17] Ekvall, G., & Arvonen, J. (1991). Change-centered leadership: An extension of the two-dimensional model. *Scandinavian Journal of Management*, 7(1), 17-26. [https://doi.org/10.1016/0956-5221\(91\)90024-U](https://doi.org/10.1016/0956-5221(91)90024-U)
- [18] Eyal, O., & Roth, G. (2011). Principals' leadership and teachers' motivation: Self-determination theory analysis. *Journal of educational administration*. <https://doi.org/10.1108/09578231111129055>
- [19] Gilligan, D. O., Karachiwalla, N., Kasirye, I., Lucas, A. M., & Neal, D. (2022). Educator incentives and educational triage in rural primary schools. *Journal of Human Resources*, 57(1), 79-111. <http://creativecommons.org/licenses/by-nc-nd/4.0>
- [20] Gipson, F. (2020). The Moderating Effect of School Climate on Principal Servant Leadership and Teacher Job Satisfaction. Louisiana State University in Shreveport. <https://www.proquest.com/openview>
- [21] Harris (2020) COVID 19 – school leadership in disruptive times. <https://www.tandfonline.com/doi/full/10.1080/13632434.2020.1811479>
- [22] Herzberg, F. (2005). Motivation-hygiene theory. *Organizational behavior one: Essential theories of motivation and leadership*, eds JB Miner, ME Sharpe Inc, New York, 61-74.
- [23] Jimale, S. (2021). Satisfaction: Assessing the Impact of the COVID-19 Pandemic on the Job Satisfaction and Performance satisfaction of Teachers A qualitative research on how teachers assess their job satisfaction and performance while working from home due to the COVID-19 pandemic. <https://131.174.75.45/handle/123456789/11592>.
- [24] Kapur, R. (2019). Leadership Role in Educational Institutions.
- [25] Kamal, T., & Illiyan, A. (2021). School teachers' perception and challenges towards online teaching during COVID-19 pandemic in India: an econometric analysis. *Asian Association of Open Universities Journal*. <https://doi.org/10.1108/AAOUJ-10-2021-0122>
- [26] Kaso, N. Aswar, F. Firman, and D. Ilham, (2022). "The relationship between principal leadership and teacher performance with student characteristics based on local culture in senior high schools," *Kontigensi : Jurnal Ilmiah Manajemen*, 2019. [Online]. Available: <https://jurnal.dimunpas.web.id/index.php/JIMK/article/view/129>.
- [27] Kraft, M. A., Simon, N. S., & Lyon, M. A. (2021). Sustaining a sense of success: The protective role of teacher working conditions during the COVID-19 pandemic. *Journal of Research on Educational Effectiveness*, 14(4), 727-769. <https://doi.org/10.1080/19345747.2021.1938314>
- [28] Kulikowski, K., Przytuła, S., & Sułkowski, Ł. (2022). E-learning? Never again! On the unintended consequences of COVID-19 forced e-learning on academic teacher motivational job characteristics. *Higher Education Quarterly*, 76(1), 174-189. <https://doi.org/10.1111/hequ.12314>
- [29] Kumar, A., Sarkar, M., Davis, E., Morphet, J., Maloney, S., Ilic, D., & Palermo, C. (2021). Impact of the COVID-19 pandemic on teaching and learning in health professional education: a mixed methods study protocol. *BMC Medical Education*, 21(1), 1-7. <https://link.springer.com/article/10.1186/s12909-021-02871-w>
- [30] Lacks, P., & Watson, S. B. (2018). The relationship between school climate and teacher self-efficacy in a rural Virginia school system. *School Leadership Review*, 13(1), 5.

- [31] Manaf, H. A., Armstrong, S. J., Lawton, A., & Harvey, W. S. (2017). Managerial Soft skills, Individual Performance, and the Moderating Role of Employee Personality. *International Journal of Public Administration*, 1–13. doi:10.1080/01900692.2017.1386676
- [32] Mestry, R. (2017) “Empowering principals to lead and manage public schools effectively in the 21st Century,” *South African Journal of Education*, vol. 37, no. 1, pp. 1–11, 2017.
- [33] Nair, S. M., Muttiah, C., Jusoh, N. A., & Wider, W. (2021). The Relationship Between Tamil Primary School Principals’ Communication Styles And The School Climate. <http://www.ijahss.com/Paper/06062021/1179451428.pdf>
- [34] Nurkhin, A., Mukhibad, H., Saputro, I. H., & Pramono, D. (2023). Analysis of the principal’s performance during COVID-19 pandemic: It’s impact on teacher’s performance. *Pegem Journal of Education and Instruction*, 13(1), 50-59. <https://doi.org/10.47750/pegegog.13.01.06>
- [35] Nyongesa, K. (2022). “Influence of head teacher's leadership traits on students academic performance: A survey of private primary schools in Nyali Sub County,” *Afribary*, 2021. [Online]. Available: <https://afribary.com/works/influence-of-head-teacher-s-leadership-traits-on-students-academic-performance-a-survey-of-private-primary-schools-in-nyali-sub-county>.
- [36] Özgenel, M. and Mert, P. (2019). The role of teacher performance in school effectiveness, *International Journal of Education Technology and Scientific Researches*, 4(10), 417- 434.
- [37] Özüdoğru, G. (2021). Problems faced in distance education during Covid-19 Pandemic. *Participatory Educational Research*, 8(4), 321-333. <https://dergipark.org.tr/en/pub/per/issue/61194/888492>
- [38] Parsons, V. L. (2014). Stratified sampling. *Wiley StatsRef: Statistics Reference Online*, 1-11. <https://doi.org/10.1002/9781118445112.stat05999.pub2>
- [39] Penado Abilleira, M., Rodicio-García, M. L., Ríos-de Deus, M. P., & Mosquera-González, M. J. (2021). Technostress in Spanish university teachers during the COVID-19 pandemic. *Frontiers in psychology*, 12, 496. <https://doi.org/10.3389/fpsyg.2021.617650>
- [40] Pham, P. T., Thi Phan, T. T., Nguyen, Y. C., & Hoang, A. D. (2021). Factor Associated With Teacher Satisfaction and Online Teaching Effectiveness Under Adversity Situations: A Case of Vietnamese Teachers During COVID-19. *Journal of Education*, 00220574211039483. <https://journals.sagepub.com/doi/full/10.1177/00220574211039483>
- [41] Pozo-Rico, T., Gilar-Corbí, R., Izquierdo, A., & Castejón, J. L. (2020). Teacher training can make a difference: tools to overcome the impact of COVID-19 on primary schools. An experimental study. *International Journal of Environmental Research and Public Health*, 17(22), 8633. <https://doi.org/10.3390/ijerph17228633>
- [42] Rahmat, A., & Kadir, S. (2020). *Kepemimpinan Pendidikan*. Zahir Publishing. <https://doi.org/10.47750/pegegog.13.01.06>
- [43] Răducu, C. M., & Stănculescu, E. (2021). Adaptability to online teaching during covid-19 pandemic: a multiple mediation analysis based on Kolb’s Theory. *International Journal of Environmental Research and Public Health*, 18(15), 8032. <https://www.mdpi.com/1660-4601/18/15/8032>
- [44] Ross-Hain, L. (2020). *Transitions In Tumultuous Times: Teachers’ Experiences With Distance Learning Amidst The COVID-19 Pandemic* (Doctoral dissertation, The University of North Dakota). <https://www.proquest.com/openview/1beeea92ec46bfacbd6f69450f120e16/1?pq-origsite=gscholar&cbl=18750&diss=y>

- [45] Rudasill, K. M., Snyder, K. E., Levinson, H., & Adelson, J. L. (2018). Systems view of school climate: A theoretical framework for research. *Educational psychology review*, 30(1), 35-60. <https://doi.org/10.1007/s10648-017-9401-y>
- [46] Sabir, S. (2018). The role of school principal's motivating language in promoting school climate: A comparative study of private and public schools. *International Journal of Education and Knowledge Management (IJEKM)*, 1(3). <https://rpajournals.com/ijekm>
- [47] Saeed, A., Habib, R., Zaffar, M., Quraishi, K. S., Altaf, O., Irfan, M., ... & Almushayti, Z. (2021). Analyzing the Features Affecting the Performance of Teachers during Covid-19: A Multilevel Feature Selection. *Electronics*, 10(14), 1673. <https://www.mdpi.com/2079-9292/10/14/1673>
- [48] Schechter, C., & Tschannen-Moran, M. (2006). Teachers' sense of collective efficacy: An international view. *International Journal of Educational Management*. <https://doi.org/10.1108/09513540610683720>
- [49] Shore, N., Drew, E., Brazauskas, R., & Seifer, S. D. (2011). Relationships between community-based processes for research ethics review and institution-based IRBs: A national study. *Journal of Empirical Research on Human Research Ethics*, 6(2), 13-21. <https://journals.sagepub.com/doi/abs/10.1525/jer.2011.6.2.13>
- [50] Sowell, M. (2022). "It's what principals do: Influencing teachers to support students," ResearchGate. [Online]. Available: https://www.researchgate.net/publication/344307802_It's_what_principals_do_Influencing_teachers_to_support_students. [Accessed: 19-Jun-2022].
- [51] Stone, C. & Springer, M. (2019). Interactivity, connectedness and "teacher-presence": Engaging and retaining students online. *Australian Journal of Adult Learning*, 59(2), 146-169.
- [52] Tajasom, A., & Ahmad, Z. A. (2011). Principals' leadership style and school climate: teachers' perspectives from Malaysia. *International Journal of Leadership in Public Services*. <https://doi.org/10.1108/17479881111194198>
- [53] Trust, T., & Whalen, J. (2020). Should teachers be trained in emergency remote teaching? Lessons learned from the COVID-19 pandemic. *Journal of Technology and Teacher Education*, 28(2), 189-199. Retrieved from <https://www.learntechlib.org/primary/p/215995/>.
- [54] UNESCO Learning Portal (2020). Brief 3: Learning and Teaching Materials Paris. <https://www.frontiersin.org/articles/10.3389/feduc.2021.678692/full>
- [55] Wiranto, E., Kristiawan, M., & Fitriani, Y. (2021). Learning atmosphere during the Covid-19 pandemic. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(2), 387-399. <https://doi.org/10.51276/edu.v2i2.133>
- [56] WHO (2020) The United Nations Educational, Scientific and Cultural Organization. <http://hdl.voced.edu.au/10707/553248>.

AUTHOR'S PROFILE**RIEL JEAN G. POTESTAS**

Riel was born on January 9, 1997, in Matanao, Davao del Sur. She was the eldest and the only girl out of three siblings. She has been an academic achiever since she was in elementary school. In fact, she graduated with flying colors from the University of Mindanao Digos City. She took a Bachelor of Secondary Education major in Filipino and passed the Licensure Examination for Teachers in 2017, the same year she graduated.

Currently, she is a teacher in an elementary school in the municipality where she resides. She had already served in the Department of Education for five years. She is now also finishing her Master's degree in Master of Arts in Educational Management at Rizal Memorial Colleges, Inc. in Davao City.

Aside from being a teacher and a student, Riel is also a businesswoman. She is into online selling as her part-time job. She is also a wife and is starting to build a family with her husband.

Riel believes that all the things that happen in our lives were already planned by God, even before we were born. With that, everything happens for a reason. What we meant for you will be yours and God will give it to you at the best time.