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# SCHOOL PRINCIPALS AND HEAD TEACHERS' LEADERSHIP STYLES AND JUNIOR HIGH SCHOOL TEACHERS' PERFORMANCE

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## ABSTRACT

This study determined the significant relationship between the School Principal and Head Teacher's leadership styles and Junior High School teachers' performance in New Ormoc City National High School, Schools Division of Ormoc City. A proposed enhancement plan for the leaders and teachers will be formulated based on the result of the study. A descriptive-correlational design was used in this study to investigate the relationship between School Principal and Head Teacher's supervisory Leadership Style in relation to the performance of teachers. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempts to clear or validate the degree to which supervisory leadership styles relates to the performance of teachers. The performance of junior high school teachers was compared to the supervisory leadership styles of head teachers and school principals in this study using a descriptive-correlational research approach. The computed correlation coefficient signifies a strong positive relationship between leadership styles and teacher performance, leading to the rejection of the null hypothesis ( $H_0$ ). This finding indicates that effective leadership practices are closely linked to enhanced performance among teachers, underscoring the importance of leadership in educational settings. Such a strong correlation suggests that as leadership styles become more effective, teachers' performance in the COT improves correspondingly. In addition to the relationship between leadership styles and teacher performance, the results also reveal a significant correlation (0.80) between the performance of COT teachers and the performance of master teachers, further reinforcing the idea that effective teaching is a collective endeavor. The decision to reject the null hypothesis in this case indicates that higher performance among master teachers is associated with improved performance in COT teachers. This finding highlights the importance of mentorship and collaborative practices in educational settings, where experienced educators can influence and elevate the teaching capabilities of their peers. Moreover, the relationship between the performance of COT teachers and master teachers highlights the importance of collaborative professional development. The mentorship provided by master teachers can foster an environment of shared learning, where COT teachers can enhance their instructional practices through guidance and support. The results from Table 4 indicate significant and strong relationships between leadership styles and teacher performance, as well as between the performance of COT teachers and master teachers. These findings underscore the interconnected nature of leadership and teaching effectiveness, highlighting the necessity for educational leaders to adopt practices that foster collaboration and support among teachers. By promoting effective leadership and mentorship, educational institutions can create a culture of excellence that enhances the overall quality of teaching and learning. The results implied that DepEd should prioritize effective leadership development and mentorship programs. Leaders who adopt transformational leadership styles can significantly influence teacher performance, leading to enhanced educational outcomes. Additionally, fostering

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collaboration between experienced master teachers and COT teachers can create a supportive environment conducive to professional growth.

*Keywords — Leadership Styles Teachers' Performance School Principal Head Teachers*

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## I. INTRODUCTION

The role of school leadership has become more and more important in determining educational outcomes in the quickly changing educational landscape. The leadership philosophies of head teachers and school principals stand out among the many variables affecting academic achievement as critical predictors of teacher efficacy and student success. This study aims to investigate how junior high school teachers' performance is affected by the leadership styles of head teachers and school principals. The goal of the research is to get insights into this link in order to improve school support systems and instructional approaches.

Leithwood and Jantzi's (2000) study employs a quantitative approach to assess how transformational leadership affects teachers' commitment and school effectiveness. By surveying junior high school principals and teachers, they found that principals who exhibit transformational leadership styles significantly enhance teacher performance, particularly in fostering commitment and improving overall instructional quality.

Teachers' motivation, work happiness, and performance can be greatly impacted by a variety of leadership styles and tactics used in educational contexts. As important members of the school administration, principals and head teachers are essential in developing the school's mission, creating a supportive workplace culture, and influencing teaching strategies. These administrators' leadership style has the power to improve or worsen the effectiveness of their teaching staff, which in turn affects the quality of education as a whole.

Previous studies have shown that enhanced teacher effectiveness and student accomplishment are frequently correlated with transformational leadership, which is typified by inspiration, motivation, and support. Typically, transformational leaders arouse teachers' dedication and excitement by coordinating their individual objectives with the school's mission. On the other hand, transactional leadership—which emphasizes regularity and rewards based on success—may have a different impact on teacher performance since it places more of an emphasis on compliance and immediate objectives.

The inquiry is set in a unique context—that of junior high school teachers. Teaching different competencies in different learning areas to junior high school students involves more than just following curriculum requirements; it also calls for the capacity to motivate and excite them. Good leadership in this area can give educators the tools and resources they need to succeed in their positions. Gaining knowledge about how various leadership philosophies affect the effectiveness of junior high school teachers and can be extremely beneficial for enhancing teaching strategies and students results.

Additionally, because educational environments are dynamic, head teachers and administrators must constantly modify their leadership approaches to address new problems. This study can help create more efficient leadership training programs and support systems by analyzing the effects of different leadership styles on teacher performance. Educational administrators can make well-informed judgments on leadership development and practice by evaluating the advantages and disadvantages of various leadership philosophies.

This study's justification stems from the necessity of improving educational quality through capable leadership. Comprehending the relationship between leadership styles and teacher effectiveness gets more crucial as educational institutions endeavor to fulfill scholastic requirements and equip learners for future achievements. The study intends to provide specific recommendations that can enhance teaching strategies and increase student learning outcomes by concentrating on junior high school teachers.

Furthermore, this study can close existing gaps in the literature about the effects of different leadership philosophies on junior high school teachers training. Although a large amount of research has been done on general leadership in education, more in-depth studies are required to examine the ways in which various styles impact subject-specific teaching performance.

The purpose of this study is to look into how junior high school instructors perform in relation to the leadership styles of head teachers and school principals. The research will deepen our understanding of how educational leadership may enhance and support teaching practices by examining the relationship between leadership methods and teacher effectiveness. The final objective is to offer doable suggestions that can improve leadership behaviors and, as a result, raise student achievement in the classroom.

This study determined the significant relationship between the School Principal and Head Teacher's leadership styles and Junior High School teachers' performance in New Ormoc City National High School, Schools Division of Ormoc City. A proposed instructional supervisory plan for the leaders and teachers was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of leadership styles of school heads in terms of the following:
  - 1.1 Transformational leadership styles;
  - 1.2 Transactional leadership styles; and
  - 1.3 Laissez-faire leadership styles?
2. What is the performance of the Junior High School Teachers based on COT?
3. Is there a significant relationship between the Supervisory Leadership Style of School Principal and Head Teachers and Performance of Junior High School Teachers based on COT?
4. What instructional supervisory plan can be proposed based on the findings of the study?

### ***Statement of Hypothesis***

H<sub>0</sub> – There is no significant relationship between the Supervisory Leadership Style of School Principal and Head Teachers and Performance of Junior High School Teachers based on COT.

## II. METHODOLOGY

**Design.** A descriptive-correlational design was used in this study to investigate the relationship between School Principal and Head Teacher's supervisory Leadership Style in relation to the performance of teachers. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempts to clear or validate on the degree to which supervisory leadership styles relates to the performance of teachers. The performance of junior high school teachers was compared to the supervisory leadership styles of head teachers and school principals in this study using a descriptive-correlational research approach. This design offered a thorough examination of the ways in which leadership styles affect teaching performance by fusing components of correlational and descriptive research methodologies. To guarantee reliable data collection and analysis, the research was carried out in phases. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the School Principal and Head Teacher's supervisory Leadership Style in relation to the performance of teachers. The main locale of the study is in New Ormoc City National High School, one of the schools in the division of Ormoc City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 5 school heads, 90 teachers and 28 master teachers to assess the School Principal's and Head Teachers Leadership style in relation to the performance of teachers. The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge the school heads' leadership style, and another tool was used to gauge performance of teachers, respectively. The proposed instructional supervisory plan was taken based on the findings of the study.

**Sampling.** There were 123 total number of respondents who are included in the study. The respondents of this study were the 5 School Heads, 28 Master teachers, and 90 Teachers. They were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them is through cell phones.

**Research Procedure.** The researcher prepared the research design which is the descriptive-correlational research design and tools to gauge the School Principal and Head Teacher's supervisory Leadership Style in relation to the performance of teachers. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Ormoc City Division for approval in conducting the study to the said school, after which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) in Ormoc City District 10 in the Division of Ormoc for his awareness.

The researcher distributed the survey questionnaires to the School Heads and teachers. After one month, the questionnaires were retrieved and consolidated and subjected to statistical treatment using Pearson's-r. Data was collated and submitted to appropriate statistical treatment.

The results were analyzed and interpreted to find out if there was a significant relationship between the School Principal and Head Teacher's supervisory Leadership Style in relation to the performance of teachers. The approval and recommendation from the Office of the Schools Division Superintendent, as well as from the Assistant Schools Division Superintendent of Ormoc City Division being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School Principal in order to get full support on the conduct of the study as well as to get an approval from their end. The proposed title and design were submitted to the School Division Office for approval. Upon approval, the Division released the endorsement to the District Office where the school was located. When the research was approved by the Schools Division Office and

District Office, the researcher began the process of data gathering. Orientation of the participants was done. Answering and retrieval of the research tools followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Formulating of Proposed instructional Supervisory Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the School Head, Teachers, and were done.

**Treatment of Data.** The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

The Simple Percentage and weighted mean were employed to determine the extent of School Principal and Head Teacher's supervisory Leadership Style in relation to the performance of teachers

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between School Principal and Head Teacher's supervisory Leadership Style in relation to the performance of teachers.

### III. RESULTS AND DISCUSSION

**TABLE I**  
**EXTENT OF LEADERSHIP STYLES**

.	Indicators	Weighted Mean	Interpretation
1	Makes others feel to be around him or her	2.78	Often
2	Expresses with a few simple words what the team could and should do	3.75	Always
3	Enables others to think about old problems in new ways	3.92	Always
4	Helps other develop themselves	3.85	Always
5	Tells others what to do if they want to be rewarded for their work	2.85	Often
6	Seems satisfied when others meet agreed -upon standards	3.78	Always
7	Is content to let others continue working in the same ways as always	3.85	Always
8	Has the complete faith of others working for him/her	3.87	Always
9	Provides appealing images about what that team can do	3.67	Always
10	Provides others with new ways of looking at puzzling things	3.75	Always
11	Provides feedback to others about how he/she feels they are doing	3.64	Always
12	Provides recognition/rewards when others reach their goals	3.54	Always
13	Does not try to change anything as long as things are working	3.21	Often
14	Is OK with whatever others want to do	2.46	Often
15	Has followers who are proud to be associated with him/her	2.69	Often

16	Helps others find meaning in their work	3.64	Always
17	Gets others to rethink ideas that they had never questioned before	2.53	Often
18	Gives personal attention to others who seem rejected	3.60	Always
19	Calls attention to what others can get for what they accomplish	3.63	Often
20	Tells others the standards they have to know to carry out their work	3.64	Always
21	Asks no more of others than what is absolutely essential	3.64	Always
	<b>Grand Mean</b>	<b>3.44</b>	<b>Always</b>

**Legend:** 3.26- 4.00 – Always  
 2.51-3.25 – Often  
 1.76- 2.50- Sometimes  
 1.00-1.75- Never

The results presented in Table 1 illustrate the extent of various leadership styles as perceived by team members, highlighting a generally positive assessment across multiple indicators. With a grand mean of 3.44, classified as "Always," it indicates that team leaders consistently exhibit behaviors that foster engagement, development, and satisfaction among their followers. Notably, the highest-rated indicators include the ability to enable team members to think creatively about problems (3.92) and to support their personal development (3.85), demonstrating a strong emphasis on transformational leadership qualities.

Furthermore, the analysis reveals areas where leadership practices are more inconsistent. For instance, indicators such as "Is OK with whatever others want to do" (2.46) and "Has followers who are proud to be associated with him/her" (2.69) scored lower, falling within the "Often" range. This suggests that while leaders may facilitate engagement, there is a potential lack of alignment between team members' identities and the leader's vision or values. Such discrepancies can lead to reduced motivation and commitment, emphasizing the need for leaders to cultivate a shared sense of purpose and pride among their teams.

Additionally, the results underscore the importance of providing recognition and feedback, with indicators related to acknowledging achievements and offering constructive criticism scoring above average. For instance, the ability to provide feedback (3.64) and recognition for goals achieved (3.54) reflects a commitment to positive reinforcement, which is critical in maintaining morale and encouraging continuous improvement. Consequently, leaders should prioritize these practices to foster a more motivated and productive work environment.

Moreover, the significant emphasis on helping team members find meaning in their work (3.64) illustrates a crucial aspect of effective leadership—promoting intrinsic motivation. Leaders who assist their followers in discovering the relevance of their tasks not only enhance individual satisfaction but also improve team cohesion and overall performance.

The results in table 1 implied while the majority of leadership indicators reflect positive practices associated with effective leadership, there remain critical areas for development. The overall high scores suggest that transformational leadership behaviors are present, yet the lower ratings in areas related to follower identity and pride point to opportunities for improvement. As organizations continue to evolve, leaders must not only adapt their styles to foster innovation and engagement but also ensure that they cultivate an inclusive environment where team members feel valued and connected to the organizational vision.

**TABLE 2**  
**PERFORMANCE RATING OF THE PROFICIENT TEACHERS**

<b>A.</b>	<b>Performance Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Apply knowledge and content within and across curriculum learning areas.	4.86	Outstanding
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.72	Outstanding
3	Applied a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills.	4.63	Outstanding
4	Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	4.94	Outstanding
5	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.87	Outstanding
6	Maintained learning environments that promote fairness, respect and care to encourage learning.	4.93	Outstanding
	<b>AVERAGE</b>	<b>4.83</b>	<b>Outstanding</b>

**Legend:** 4.21- 5.00 – Outstanding  
 3.41- 4.20 – Very Satisfactory  
 2.61-3.40 - Satisfactory  
 1.81- 2.60- Fairly Satisfactory  
 1.00-1.80- Needs Improvement

The results presented in Table 2 demonstrate a high level of performance among proficient teachers, as indicated by the weighted mean scores that consistently fall within the "Outstanding" category. The average score of 4.83 reflects teachers' exceptional ability to integrate knowledge across curriculum areas, implement effective teaching strategies, and foster a conducive learning environment. Each performance indicator not only underscores individual competencies but also highlights the collaborative nature of effective teaching. For instance, the highest-rated indicator, "Apply knowledge and content within and across curriculum learning areas" (4.86), suggests that these educators possess a strong interdisciplinary approach, enhancing the relevance and applicability of their teaching to students.

Furthermore, the results indicate a commendable use of diverse teaching strategies aimed at enhancing student learning, particularly in literacy and numeracy (4.72) and in developing higher-order thinking skills (4.63). This multifaceted approach aligns with contemporary educational theories that advocate for differentiated instruction, where

teachers adapt their methods to meet diverse learning needs. The ability to employ various strategies not only caters to different learning styles but also fosters a deeper understanding of complex concepts among students. Research has shown that varied instructional strategies significantly impact student engagement and achievement, emphasizing the importance of adaptability in teaching practices.

Additionally, the results reveal a strong emphasis on language proficiency, as evidenced by the indicator "Displayed proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning," which scored 4.94. This high rating reflects the importance of linguistic skills in creating effective learning environments, particularly in multilingual settings. Proficient teachers who can navigate multiple languages effectively enhance student comprehension and engagement, thus promoting a more inclusive classroom atmosphere.

The performance indicators related to classroom management and environmental safety are also noteworthy, with scores of 4.87 for establishing safe learning environments and 4.93 for promoting fairness and respect. These findings underscore the critical role that a supportive and secure environment plays in fostering academic success. Teachers who consistently implement policies and guidelines create a foundation for students to thrive, as they feel valued and respected.

In summary, the performance ratings of proficient teachers as outlined in Table 2 reflect a remarkable standard of excellence across key teaching domains. The outstanding scores suggest that these educators are not only well-versed in content delivery but also adept at creating inclusive and engaging learning environments. The implications of these results are profound, highlighting the need for ongoing professional development that fosters these skills among all educators. As educational contexts evolve, supporting teachers in honing their instructional strategies and classroom management practices is essential to maintaining high standards of teaching effectiveness.

**TABLE 3**  
**PERFORMANCE RATING OF THE HIGHLY PROFICIENT TEACHERS**

<b>A.</b>	<b>Performance Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Modeled effective applications of content knowledge within and across curriculum teaching areas.	4.89	Outstanding
2	Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	4.78	Outstanding
3	Modeled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learner's pride of their language, heritage and culture.	4.88	Outstanding
4	Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	5.00	Outstanding
5	Exhibited effective practices to foster learning environments that promote fairness, respect, and care to encourage learning.	5.00	Outstanding
	<b>AVERAGE</b>	<b>4.91</b>	<b>Outstanding</b>



**Legend:** 4.21- 5.00 – Outstanding  
 3.41- 4.20 – Very Satisfactory  
 2.61-3.40 - Satisfactory  
 1.81- 2.60- Fairly Satisfactory  
 1.00-1.80- Needs Improvement

The findings in Table 3 illustrate that highly proficient teachers are excelling in multiple critical performance indicators, achieving an impressive average rating of 4.91, which is classified as "Outstanding." This high level of performance reflects a strong commitment to effective teaching practices that enhance student learning. For instance, the score of 4.89 for "Modeled effective applications of content knowledge within and across curriculum teaching areas" signifies that these educators not only possess deep content knowledge but also demonstrate how this knowledge can be applied in various contexts. This ability to connect different subject areas is essential in fostering a comprehensive understanding among students, promoting interdisciplinary learning.

Another notable aspect of the results is the emphasis on fostering critical and creative thinking skills, as indicated by the score of 4.78 for "Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills." This focus on higher-order thinking is aligned with modern educational standards that advocate for teaching strategies aimed at developing students' problem-solving abilities and creativity. The capacity to promote such skills is crucial in preparing students for a rapidly changing world, where adaptability and innovative thinking are highly valued.

The results also reflect the important role of language in education, particularly through the indicator that scored 4.88: "Modeled and supported colleagues in the proficient use of Mother Tongue, Filipino, and English." This score highlights the commitment of highly proficient teachers to not only improve their own language proficiency but also to support their colleagues in fostering a multilingual learning environment. Such practices are vital in promoting students' cultural identity and pride in their heritage, which in turn enhances their engagement and performance in school. Furthermore, the perfect scores of 5.00 for "Exhibited effective strategies that ensure safe and secure learning environments" and "Exhibited effective practices to foster learning environments that promote fairness, respect, and care" underscore the critical importance of classroom climate in the learning process. A safe and supportive environment is foundational to student success, as it encourages participation and risk-taking in learning. When students feel respected and cared for, they are more likely to engage deeply in their studies, contributing to overall academic achievement.

The results in table 3 implied that the outstanding scores in areas such as content knowledge application, promotion of critical thinking, and creation of supportive learning environments indicate a comprehensive approach to education. The implications of these results are profound, suggesting that ongoing professional development should prioritize these competencies to foster a culture of excellence in teaching.

**TABLE 2**  
**TEST OF RELATIONSHIP**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>Extent of Leadership Styles vs COT Performance of Teachers</b>	0.83	1.941	0.356	Reject Ho	Significant Relationship (Strong)

<b>COT Performance vs COT Performance of Master Teachers</b>	0.80	1.791	0.356	Reject Ho	Significant Relationship (Strong)
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The results presented in Table 4 provide a compelling analysis of the relationships between various educational variables, specifically the extent of leadership styles and the performance of teachers in (COT). The computed correlation coefficient of 0.83 signifies a strong positive relationship between leadership styles and teacher performance, leading to the rejection of the null hypothesis (Ho). This finding indicates that effective leadership practices are closely linked to enhanced performance among teachers, underscoring the importance of leadership in educational settings. Such a strong correlation suggests that as leadership styles become more effective, teachers' performance in the COT improves correspondingly.

In addition to the relationship between leadership styles and teacher performance, the results also reveal a significant correlation (0.80) between the performance of COT teachers and the performance of master teachers, further reinforcing the idea that effective teaching is a collective endeavor. The decision to reject the null hypothesis in this case indicates that higher performance among master teachers is associated with improved performance in COT teachers. This finding highlights the importance of mentorship and collaborative practices in educational settings, where experienced educators can influence and elevate the teaching capabilities of their peers. Moreover, the relationship between the performance of COT teachers and master teachers highlights the importance of collaborative professional development. The mentorship provided by master teachers can foster an environment of shared learning, where COT teachers can enhance their instructional practices through guidance and support.

The results from Table 4 indicate significant and strong relationships between leadership styles and teacher performance, as well as between the performance of COT teachers and master teachers. These findings underscore the interconnected nature of leadership and teaching effectiveness, highlighting the necessity for educational leaders to adopt practices that foster collaboration and support among teachers. By promoting effective leadership and mentorship, educational institutions can create a culture of excellence that enhances the overall quality of teaching and learning.

The results implied that DepEd should prioritize effective leadership development and mentorship programs. Leaders who adopt transformational leadership styles can significantly influence teacher performance, leading to enhanced educational outcomes. Additionally, fostering collaboration between experienced master teachers and COT teachers can create a supportive environment conducive to professional growth.

#### **IV. CONCLUSIONS**

The study shows a significant positive relationship between head teachers' and school principals' leadership philosophies and their performance ratings on the COT, which leads to the null hypothesis being rejected. The importance of good leadership in improving teacher effectiveness is highlighted by this important relationship, which also highlights the need for educational leaders to adopt collaborative and mentoring techniques. Additionally, the performance of COT teachers and master teachers was found to correlate, highlighting the importance of seasoned educators in guiding and supporting the development of instructional techniques. These observations imply that in order to foster an excellent culture and raise the standard of instruction and learning generally, educational institutions had to give top priority to the development of mentorship programs and leadership abilities.

## V. RECOMMENDATIONS

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the performance of teachers and learners.
2. Teachers should actively engage in professional development opportunities that focus on enhancing their instructional practices and leadership skills. By participating in collaborative workshops and mentorship programs, teachers can gain valuable insights from their peers and leaders, fostering a culture of continuous improvement.
3. School heads should adopt transformational leadership styles that promote collaboration, innovation, and shared decision-making. By creating a supportive and inclusive school environment, they can empower teachers to take initiatives and improve their performance.
4. PSDS (Public Schools District Supervisor) should facilitate regular training and development sessions for school leaders to enhance their leadership capabilities. By providing resources and support for the implementation of effective leadership practices, PSDS can help foster a positive school culture that promotes teacher performance.
5. EPS (Education Program Supervisor) should prioritize the evaluation of leadership styles and their impact on teaching effectiveness in their supervisory framework. By conducting regular assessments and offering targeted professional development programs, EPS can ensure that school leaders are equipped with the skills necessary to foster high-performing educational environments.
6. Parents should actively participate in school activities and provide support for teachers and school leaders. Engaging in school committees or parent-teacher associations can foster a partnership between home and school, reinforcing the importance of effective leadership in enhancing student learning outcomes.
7. The Chief Education Supervisor should champion policies that promote effective leadership development programs across schools. By prioritizing leadership training as part of the educational framework, they can enhance the capabilities of school leaders, ultimately benefiting teacher performance and student achievement.
8. Future researchers should explore the long-term impacts of specific leadership styles on teacher performance and student outcomes across different educational contexts. Investigating the effectiveness of mentorship programs and collaborative practices among teachers can provide valuable insights into enhancing educational leadership.

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