


# PRINCIPALS' LEADERSHIP PRACTICES AND TEACHER JOB PERFORMANCE IN PUBLIC ELEMENTARY SCHOOLS IN TAGBILARAN CITY, BOHOL

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## ABSTRACT

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The study examined instructional leadership, transformational leadership, distributed leadership, ethical leadership, and leadership for learning. It examined how these leadership styles correlate with teachers' lesson delivery, learning environment management, administrative responsibilities, interpersonal skills, and professional development for School Year 2025-2026. The study employed a quantitative-descriptive-correlational design with 16 principals and 195 public elementary school teachers. Standardized and customized questionnaires were used, and interviews supplemented the quantitative results. The data were analyzed using the weighted mean, standard deviation, Spearman's rho, and analysis of variance. The findings

indicated that principals had high-to-very-high leadership practices, whereas teachers demonstrated high levels of job performance across all dimensions. The study also found no significant relationship between demographic profile



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variables and leadership practices or teacher job effectiveness. Effective leadership has a significant impact on teachers' job performance ( $\rho = 0.312$ ,  $p < .05$ ), indicating that it enhances instructional efficacy and productivity. The results validated Hallinger's Instructional Leadership Theory, Burns' Transformational Leadership Theory, Spillane's Distributed Leadership Theory, and Brown and Treviño's Ethical Leadership Theory. A contextualized Leadership Enhancement and Development (LEAD) Program was proposed to improve school leadership skills and teacher development.

## INTRODUCTION

The leadership of educational institutions remains one of the most influential factors in determining school efficiency, teacher productivity, and student academic success across the educational system. Principals are required to fulfill a variety of responsibilities in addition to managing school operations. These tasks include serving as instructional leaders, shaping the school's culture, supporting professional growth, and enhancing the quality of education. Hallinger (2020) states that school leadership behaviors significantly affect teachers' commitment, teaching effectiveness, job satisfaction, and professional engagement within educational institutions. Many of these features are heavily dependent on the leadership styles adopted. Effective school leadership is responsible for establishing a conducive learning environment in schools. This environment should foster collaboration, accountability, and ongoing improvement.

It is equally important for teachers to perform well in their roles to achieve higher-quality educational outcomes. The delivery of lessons, classroom management, administrative obligations, interpersonal interactions, and professional development are all areas in which teachers are required to display proficiency among their students. Their effectiveness directly influences students' accomplishments as well as the success of organizations. Studies have repeatedly shown that school leadership behaviors have a substantial impact on teachers' instructional competence, professional dedication, and workplace motivation (Shen et al., 2020).

According to Koh et al. (1995), transformational leadership strategies, including inspiration, shared vision, and individualized support, have been linked to increased levels of morale and productivity among educators. In a similar vein, instructional leadership improves the quality of instructional supervision, the effectiveness of curriculum implementation, and teachers' professional development (Hallinger, 2020). According to Brown and Treviño (2006), distributed leadership is a leadership style that encourages cooperation and shared accountability. On the other hand, ethical leadership is characterized by the ability to foster organizational trust, fairness, and professionalism within educational institutions.

There is a limited number of localized research studies in the Philippine environment that simultaneously analyze several characteristics of principals' leadership techniques and teacher job performance. This is despite the substantial body of literature from other countries. Many of the studies conducted in this nation have focused on a particular leadership dimension or more general organizational characteristics. There is still a lack of empirical evidence on how instructional, transformational, distributed, ethical, and leadership-for-learning leadership styles jointly influence teachers' work performance in Tagbilaran City, Bohol.

The purpose of this study was to evaluate the relationship between principals' leadership practices and teachers' work performance in public elementary schools in Tagbilaran City, Bohol region. In particular, it investigated how principals' leadership behaviors influence lesson implementation, the learning atmosphere, administrative responsibilities, teachers' interpersonal skills, and teachers' professional development.

**Theoretical Background.** Several theories about educational leadership and success were used to support this study. Hallinger's Instructional Leadership Theory emphasized that principals should oversee lessons, monitor student progress, protect class time, and encourage teachers to grow professionally (Hallinger, 2020). Instructional leaders set academic goals and make sure teachers are doing their jobs well by actively supervising lessons.

Burns' Transformational Leadership Theory holds that transformational leaders inspire their followers, challenge their thinking, care about each person individually, and provide a common goal (Burns, 1978). Transformational leadership makes teachers more committed, more engaged at work, and better at teaching. Spillane's Distributed Leadership Theory stressed that everyone involved in a school should share leadership duties. Leadership is seen as a shared activity in which leaders, teachers, and organizational structures work together (Spillane, 2006). Brown and Treviño's Ethical Leadership Theory highlighted the importance of fairness, accountability, honesty, and moral behavior in business leadership (Brown & Treviño, 2006). Trust, the work environment, and professional ties in schools are all improved by ethical leadership. Campbell's Theory of Job Performance states that motivation, competence, organizational support, and workplace factors can affect how well someone performs their job. These ideas laid the groundwork for examining how principals' leadership affects how well teachers do their jobs in public elementary schools.

**Review of Related Literature and Studies.** Numerous studies have consistently shown that school leadership has a substantial influence on the quality of instruction, teachers' commitment, and the overall effectiveness of teaching and learning in schools. Hallinger (2020) emphasized that instructional leadership remains one of the most potent markers of good teaching and improved student outcomes. There is a significant relationship between principals who actively supervise instruction,

evaluate students' learning progress, and offer professional support, and the degree to which teachers can carry out their duties effectively. In addition, it has been demonstrated that transformational leadership is associated with higher levels of professional dedication and motivation among educators. Transformational leadership behaviors, such as intellectual stimulation and inspirational motivation, were found to positively impact teachers' engagement and commitment to their organizations, according to research conducted in 1995 by Koh and colleagues. In addition, recent studies have shown that transformational leaders can improve teacher morale, collaboration, and overall workplace satisfaction.

There is a correlation between distributed leadership and shared accountability, as well as collaborative effort to improve schools. In his explanation, Spillane (2006) stated that the distribution of leadership roles among multiple stakeholders increases professional collaboration and engagement across organizations. There is a correlation between schools with cultures of collaborative leadership and higher levels of teacher involvement and instructional coordination.

The presence of ethical leadership within an organization helps increase the organization's professional integrity and trustworthiness. Brown and Treviño (2006) found that ethical leaders act as models of fairness, responsibility, and professional conduct. This enhances instructors' confidence and their relationships with colleagues in the workplace. There is a positive correlation between ethical leadership and the organization's climate, as well as teachers' professionalism. In addition, new research from around the world provides evidence that leadership techniques significantly impact teacher effectiveness. Shen et al. (2020) demonstrated that teachers and school leadership are major predictors of both student achievement and instructional quality. In a similar vein, Leithwood et al. (2020) found that instructional leadership practices had a significant impact on teachers' professional development and instructional competence.

Studies conducted in the Philippines also showed a positive correlation between leadership practices and teacher performance. According to Aquino et al. (2021), school leadership had a substantial impact on productivity and instructional effectiveness among teachers in public schools in the Philippines. In addition, Operario (2024) concluded that transformational and instructional leadership positively affect teachers' dedication and job performance.

Despite these studies, there is a dearth of localized research that simultaneously investigates instructional, transformational, distributed, ethical, and leadership-for-learning approaches within public elementary schools in Tagbilaran City, Bohol. The purpose of this study was to fill this gap by investigating how certain aspects of leadership jointly influence teachers' job performance.

## METHODOLOGY

**Research Design.** This study employed a quantitative-descriptive-correlational design. The quantitative phase employed a descriptive-correlational design to examine the relationship between principals' leadership practices and teachers' job performance.

**Research Environment.** The study was conducted in public elementary schools in Tagbilaran City, Bohol, during School Year 2025–2026.

**Respondents.** The respondents included 16 school principals and 195 public elementary school teachers from selected schools in Tagbilaran City. Teachers were selected based on permanent employment status and at least one year of service under their current principal.

**Research Instruments.** It was decided to use two different structured questionnaires. The first study evaluated the leadership behaviors of principals across instructional, transformational, distributed, ethical, and leadership-for-learning leadership styles. In the second instance, instructors' work performance was evaluated in terms of lesson delivery, the learning environment, administrative responsibilities, interpersonal skills, and professional development. The instruments underwent pilot testing and reliability analysis using Cronbach's alpha. Expert validation of the research instruments was conducted by individuals knowledgeable in educational leadership and research methodology. To assess the reliability of the results, pilot testing was conducted with respondents not from the study area. Cronbach's alpha coefficients were higher than the minimally acceptable criterion of .70, indicating satisfactory internal consistency. The ethical conduct procedures were strictly adhered to, including obtaining informed consent, ensuring voluntary participation, maintaining the confidentiality of responses, and obtaining approval from the appropriate educational authorities.

**Statistical Treatment.** Descriptive statistics, such as the weighted mean and standard deviation, were used. Spearman rho correlation and analysis of variance were employed to determine significant relationships and differences among variables.

## RESULTS AND DISCUSSION

**Extent of Principals' Leadership Practices.** The findings revealed high to very high levels of leadership (instructional, transformational, distributed, ethical, and leadership-for-learning styles) among principals. The data indicated that instructional leadership was the leadership attribute most exhibited by school principals. This indicates that principals consistently paid attention to classroom instruction and teaching techniques, and to helping instructors grow professionally and meet their instructional needs. Active involvement in the instructional process is a sign of a leadership style focusing on the quality of teaching and learner development in the educational setting.

The finding may suggest that principals understand the need to lead teachers not only through administrative supervision but also through constant instructional support, mentoring, and professional encouragement. These activities help develop a school culture in which teachers feel led, encouraged, and inspired to fulfill their obligations.

These findings are consistent with Hallinger's (2020) argument that instructional leadership continues to have a significant impact on school success and teacher productivity. In his remarks, Hallinger stressed that principals who participate in instructional monitoring and teacher development help improve teaching practices and the school's overall performance. In this study, most teachers demonstrated high performance, which may be attributed to the widespread implementation of instructional leadership strategies. There is a correlation between principals who regularly monitor educational practices and greater levels of teaching quality as well as continued professional progress. The findings also align with those of Leithwood et al. (2020), who emphasized that instructional leadership positively contributes to teacher development, school effectiveness, and organizational improvement.

Similarly, there was a clear demonstration of transformational leadership practices. The principals inspired the teachers by providing them with a shared vision, encouragement, and opportunities to work together. According to Burns' Transformational Leadership Theory, which emphasizes that inspirational leadership increases organizational commitment and productivity (Burns, 1978), these data provide support for the theory. The findings provide additional support for Koh et al. (1995), who found that transformational leadership had a favorable influence on teachers' attitudes and organizational effectiveness.

The techniques of distributed leadership reflected collaborative decision-making and shared accountability among the school's staff. According to Spillane's Distributed Leadership Theory, which states that collaborative leadership structures promote school performance and professional participation (Spillane, 2006), the findings are consistent with the theory.

Many ethical leadership practices were also evident, showing that principals were fair and responsible and carried out their duties with professional ethics. These findings indicate that principals consistently demonstrated fairness, accountability, and professionalism in carrying out their leadership responsibilities. What Brown and Treviño called the "Ethical Leadership Theory" posits that ethical leadership can improve workplace outcomes and trust (Brown & Treviño, 2006). These results confirm the hypothesis that ethical leadership is important.

**Level of Teacher Job Performance.** Teachers indicated high levels of job performance across all variables, including lesson delivery, learning atmosphere, administrative responsibilities, interpersonal skills, and professional development. The results of the study indicate that instructors continue to demonstrate a high level of instructional competence and professional

commitment despite workplace pressures. According to Campbell’s Theory of Job Performance, which holds that organizational support, competence, and motivation contribute to workplace success, these data support the theory.

The results also align with Shen et al. (2020), who emphasized that supportive school leadership significantly improves teacher effectiveness, instructional quality, and school performance.

**Table 1.** *Relationship Between Respondents’ Profile and Principals’ Leadership Practices*

Variables	Statistical Test	Spearman’s $\rho$	<i>p</i> -value	Decision	Interpretation
Age and Leadership Practices	Spearman rho	0.081	.264	Failed to Reject $H_0$	Not Significant
Sex and Leadership Practices	Spearman rho	-0.054	.452	Failed to Reject $H_0$	Not Significant
Position and Leadership Practices	Spearman rho	0.063	.381	Failed to Reject $H_0$	Not Significant
Length of Service and Leadership Practices	Spearman rho	0.092	.201	Failed to Reject $H_0$	Not Significant
Educational Attainment and Leadership Practices	Spearman rho	0.074	.311	Failed to Reject $H_0$	Not Significant

*Note.*  $\alpha = .05$ . Spearman rho correlation was used to determine the relationship between respondents’ profile variables and principals’ leadership practices.

The study found no significant association between respondents’ demographics and principals’ leadership methods. This means that leadership effectiveness is not solely determined by age, gender, educational achievement, or years of experience. Leadership competence may alternatively be determined by school culture, leadership training, and professional experiences.

The findings support Hallinger (2020), who emphasized that effective instructional leadership depends more on leadership behaviors and organizational practices than demographic characteristics.

**Table 2.** *Relationship Between Respondents' Profile and Teacher Job Performance*

Variables	Statistical Test	Spearman's $\rho$	$p$ -value	Decision	Interpretation
Age and Teacher Job Performance	Spearman rho	0.066	.357	Failed to Reject Ho	Not Significant
Sex and Teacher Job Performance	Spearman rho	-0.047	.514	Failed to Reject Ho	Not Significant
Position and Teacher Job Performance	Spearman rho	0.071	.326	Failed to Reject Ho	Not Significant
Length of Service and Teacher Job Performance	Spearman rho	0.083	.247	Failed to Reject Ho	Not Significant
Educational Attainment and Teacher Job Performance	Spearman rho	0.058	.418	Failed to Reject Ho	Not Significant

*Note.*  $\alpha = .05$ . Spearman's rho correlation was utilized to determine the relationship between respondents' profile variables and teacher job performance.

According to the findings, there was no statistically significant relationship between the characteristics of the demographic profile and teachers' job performance. These findings are consistent with Campbell's Theory of Job Performance, which argues that factors such as motivation, organizational support, and working circumstances have a substantial impact on job performance.

**Table 3.** *Correlation Between Principals' Leadership Practices and Teacher Job Performance*

Variables	Statistical Test	Spearman's $\rho$	$p$ -value	Decision	Interpretation
Principals' Leadership Practices and Teacher Job Performance	Spearman rho	0.312	.001	Reject Ho	Significant Weak Positive Correlation

*Note.*  $\alpha = .05$ . Spearman rho correlation was used to determine the relationship between principals' leadership practices and teacher job performance.

According to the research findings, there is a significant positive association between administrators' leadership practices and instructors' work performance. Although the link was not very strong, the findings suggest that effective leadership positively contributes to teachers' efficacy and the efficiency of their instruction. According to Hallinger's Instructional Leadership Theory, which emphasizes that principals significantly influence the quality of instruction and teacher development through monitoring and assistance (Hallinger, 2020), the findings support the theory. These findings indicate that transformational leadership behaviors positively correlate with teachers' commitment, motivation, and workplace engagement. The findings further support Burns' Transformational Leadership Theory, which explains that inspirational leadership behaviors enhance teachers' motivation, commitment,

and workplace engagement (Burns, 1978).

Along the same lines, the findings are consistent with the conclusions of Shen et al. (2020), who found that school leadership has a substantial influence on the amount of work instructors accomplish and on the school's overall success. In addition, the findings lend credence to those of Koh et al. (1995), who found that transformational leadership positively impacts educators' attitudes and performance.

**Table 4.** *Variance in Leadership Practices and Teacher Job Performance When Grouped According to Profile*

Variables	Statistical Test	F-value	p-value	Decision	Interpretation
Leadership Practices by Profile	ANOVA	1.284	.276	Failed to Reject Ho	Not Significant
Teacher Job Performance by Profile	ANOVA	1.117	.342	Failed to Reject Ho	Not Significant

*Note.*  $\alpha = .05$ . A one-way analysis of variance (ANOVA) was used to determine significant differences in leadership practices and teacher job performance when grouped by profile variables.

The findings showed no significant differences in leadership practices and teacher job performance when grouped according to profile variables. These findings indicate that effective leadership and teacher productivity transcend demographic distinctions. The findings lend credence to earlier research emphasizing that organizational culture, leadership support, and professional collaboration are more accurate indicators of school effectiveness than demographic features.

**Limitations of the Study.** The study was limited to public elementary schools in Tagbilaran City, Bohol, and utilized self-reported responses from teachers and principals. Consequently, the findings may not be generalizable to private schools or other educational divisions. Future studies may include broader geographical coverage and additional organizational variables to strengthen the generalizability of the findings.

## CONCLUSION

The research concluded that principals at public elementary schools in Tagbilaran City exhibited high levels of instructional, transformational, distributed, and ethical leadership, as well as leadership practices conducive to learning. In a similar vein, teachers demonstrated high levels of job performance across lesson delivery, classroom management, administrative tasks, interpersonal interactions, and professional development. It was found that there was no significant association between demographic profile characteristics and either leadership practices or teacher job performance. According to the findings, however, principals' leadership practices were

significantly and positively related to teachers' work performance. This suggests that good leadership contributes to teachers' productivity and schools' effectiveness. According to Hallinger's Instructional Leadership Theory, which emphasizes that principals promote school effectiveness through instructional supervision and professional support (Hallinger, 2020), the data provided support for the theory. According to Burns' Transformational Leadership Theory, which posits that inspirational and collaborative leadership behaviors boost teacher motivation and organizational commitment (Burns, 1978), the results also supported the theory.

The study's findings provided further evidence for Spillane's Distributed Leadership Theory. The study highlighted that collaborative decision-making and shared accountability boost professional engagement within educational institutions (Spillane, 2006). The Ethical Leadership Theory proposed by Brown and Treviño was also validated, highlighting the importance of fairness, accountability, and ethical behavior in enhancing trust and organizational connections within educational institutions (Brown & Treviño, 2006). In general, the study's findings demonstrated that strong school leadership makes a major contribution to teacher effectiveness, the advancement of their professional careers, and organizational success.

## RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are hereby offered:

1. School principals should continue strengthening instructional leadership practices by intensifying classroom supervision, curriculum monitoring, and instructional coaching further to improve teachers' instructional competence and classroom effectiveness. Since instructional leadership emerged as a highly practiced leadership dimension, sustaining these practices can further enhance teacher productivity and learner outcomes.
2. Principals should strengthen transformational leadership behaviors by fostering shared vision, teacher motivation, collaboration, and professional encouragement. Inspirational and supportive leadership practices should be institutionalized to improve teacher morale, commitment, and organizational engagement.
3. Public elementary schools should institutionalize distributed leadership practices by involving teachers in collaborative planning, school decision-making, and leadership responsibilities. Shared accountability and participatory leadership can strengthen teamwork, ownership, and organizational effectiveness within schools.
4. School administrators should continue practicing ethical leadership by maintaining fairness, transparency, accountability, and professionalism in school operations. Ethical leadership practices

contribute positively to trust, organizational climate, and harmonious professional relationships among school stakeholders.

5. The Department of Education should provide continuous leadership development programs and professional training for school principals, focusing on instructional leadership, transformational leadership, ethical leadership, and leadership for learning. Capacity-building programs should include mentoring, instructional supervision, conflict management, and collaborative leadership strategies.
6. Teachers should be encouraged to actively participate in professional development activities such as seminars, workshops, learning action cells, and graduate studies to sustain high levels of job performance and professional competence.
7. School leaders should establish stronger professional support systems, including mentoring programs, coaching sessions, and professional learning communities, to sustain teachers' professional growth and workplace motivation.
8. Schools should strengthen organizational support mechanisms and positive school climate initiatives since demographic variables were found not to influence teacher performance significantly. Emphasis should instead be placed on supportive leadership, collaborative culture, and professional empowerment.
9. Future researchers may conduct similar studies in other divisions, provinces, or educational settings using larger samples and additional variables such as organizational climate, teacher motivation, emotional intelligence, workplace stress, and student achievement to further enrich the literature on educational leadership and teacher performance.
10. A contextualized Leadership Enhancement and Development Program (LEAD Program) should be implemented in public elementary schools to strengthen principals' leadership competencies and sustain teachers' instructional effectiveness, professional growth, and organizational commitment.

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