

THE INFLUENCE OF SCHOOL HEADS' LEADERSHIP ON TEACHER EFFECTIVENESS IN ELEMENTARY SCHOOLS

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ABSTRACT

The general objective of this research was to find out the significant relationship between school heads' leadership on teacher effectiveness in elementary schools. There are 13 school heads and 119 elementary teachers of Pantukan South District Division of Davao De Oro who participated in the study. The study used descriptive correlational research design, the data gathering tools were adopted from Indvik's Path-goal Leadership Questionnaire and Clark and Watson's School Teacher Effectiveness Questionnaire were administered through purposive universal sampling. Weighted mean and Pearson r were used as statistical tools to obtain the result. The study showed that the level of school heads' leadership was very high which means always evident. In addition, the level of teacher effectiveness was very high, which was always evident. Hence, it was found that there was no significant relationship between school heads' leadership styles and teacher effectiveness. Effective leadership at the school level is thought to positively influence teachers' effectiveness, although the empirical evidence appears to contradict this widely accepted belief. As a recommendation, develop good relationships with superiors and subordinates, work together to solve issues, establish a cooperative atmosphere, develop professional development, and promote healthy and productive educators.

Keywords: *School Leadership, Teacher Effectiveness, Descriptive-correlational research*

1. INTRODUCTION

The school head's willingness to foster positive relationships influences elementary school teachers' sense of fulfillment. School administrators are crucial and typically perceived as taking on increasing roles, including a good rapport between educators. It was quickly established that one factor influencing total teacher effectiveness is the influence of school leadership on teacher efficacy (Gallante, 2015). Gener & Ozan (2017) assert that the contentment or discontentment felt by school principals impacts the organization and operation of the educational institution where they are employed. The majority of administrators are currently having difficulty implementing an appropriate leadership style in their administration, according to the Educational Work Unit. Hence, by exercising appropriate leadership, administrators might alleviate the confusion resulting from overlapping tasks in work practice, administration, and ordering or commanding within the upper echelons of the management teamwork unit (Sirisookslip, Ariratana, & Ngang, (2015).

Despite significant investments in the education system, several public elementary schools in Kenya have experienced difficulties with efficient school management. The study's goal was to find out how head teachers' leadership abilities affected the efficiency of school administration in public primary schools in Kenya's Narok County (Koskei, Sang, & Ngeno, (2020). The findings demonstrate that headteachers were ineffective in enforcing strict adherence to the school administration structure in schools. On the other hand, more than 67.8% of them said they were ineffective in guiding the creation of school policies and procedures. It was implied that certain head teachers were ineffective at guiding the creation of school policies and procedures, which had a detrimental impact on the standard of school discipline (Koskei, Sang, & Ngeno, (2020).

A study was conducted about school heads' educational leadership practices and teacher performance in Omar District, Division of Sulu, Philippines in 2021. It was participated by 182 elementary school teachers and 15 school heads. A structured questionnaire was used to gather data for this study. The findings show that school heads educational leadership practice was outstanding while the results for teachers' effectiveness were very satisfactory. This indicates that elementary school teachers have done an outstanding job. Moreover, for the school organization to function at its best, its leadership must possess honesty, integrity, professionalism, and devotion (Abdurahman & Omar (2021).

A few years back, a coworker of mine experienced an incident where they had a physical fight with their school head over a little misunderstanding. They also did not receive any support and encouragement which demotivated them to go to work or perform their duties as a teacher. In our recent administration, our school head admitted that he learned from previous incidents. In his time, he addresses every issue timely. He practiced transparency and supported teachers in their professional growth.

In the Pantukan South District, Division of Davao De Oro Elementary schools the researcher will carry out this study today to comprehend and evaluate the impact of school leadership on teacher effectiveness.

1.1 Statement of the Problem/Research Questions

The main purpose of this study is to determine the significant relationship between School Head Leadership and Teacher Effectiveness at elementary schools.

Specially, this study sought answers to the following questions:

1. What is the level of elementary school heads leadership in terms of:
 - 1.1 directive;
 - 1.2 participative;
 - 1.3 supportive; and
 - 1.4 achievement-oriented?
2. What is the level of effectiveness of elementary teachers in terms of:
 - 2.1 subject matter knowledge;
 - 2.2 instructional planning and strategies;
 - 2.3 assessment;
 - 2.4 learning environment; and
 - 2.5 effective communication?
3. What is the level of teacher effectiveness related to the school heads' leadership style in terms of:
 - 3.1 directive;
 - 3.2 participative
 - 3.3 supportive
 - 3.4 achievement-oriented?

2. LITERATURE REVIEW

Leadership style is a leader's tactics, traits, and actions when managing, inspiring, and guiding their teams. A leader's style is influenced by many different things, such as their personality, values, abilities, and experiences, and it may greatly affect how well they lead.

School head Leadership. An organization's culture, teacher performance, and student outcomes are all significantly influenced by leadership in educational environments, especially head leadership in schools. According to research, school heads of schools choose a variety of leadership philosophies, that impact student progress and school administration. The qualities of transformational leadership—vision, inspiration, intellectual stimulation, and individual attention—have been extensively researched in educational settings (Leithwood, Louis, Anderson, & Wahlstrom, 2004). This leadership approach improves student involvement and academic performance, strengthens the school climate, and motivates teachers (Leithwood & Jantzi, 2008).

According to school leadership, creating the school's vision for academic success and fostering an environment that supports learning should be the top priorities of an effective school leader. Effective leaders manage people, data, and processes, enhance instruction, and encourage leadership in others. To sum up, proficient school administrators are thorough in their administration and teaching responsibilities (Mutune, Onyango, & Olembo, (2019).

Directive Leadership. This leadership involves a leader who actively establishes specific goals and makes sure team members follow through on them. According to (Banjarnahor, Hutabarat, Sibuea, & Situmorang, (2018) when it comes to judging the caliber of instruction provided in schools, school heads are crucial. Leadership styles play a major role in how well principals can activate every potential within the educational setting. The organizational dedication and work satisfaction of principals, instructors, and other administrators are taken into account while assessing the effectiveness of the educational institution. As cited by Bell, Chan, & Nel, (2014) Leadership and organization control the processes of change and development.

Directive leadership is described as giving and requesting compliance with instructions for completing a problem-solving activity to direct followers' participation. It can differ from one another in that a leader can give instructions to followers on how to complete a task and simultaneously share problem-solving with them by incorporating their suggestions into the solution (Kahai, Sosik, & Avolio,(2004).

Participative Leadership is the process by which a superior and his or her subordinates collaborate to make decisions, or at the very least share influence in decisions (Akpoviroro, Bolarinwa & Owotutu, 2018). In the words of Javidan, Dorfman, de Luque, and House (2006), participatory leadership is "a leadership dimension that reflects the degree to which managers involve others in making and impeding decisions." Involvement and participation are key to this component. Overall, it was discovered that all cultures valued participatory leadership, however with significant differences.

Participatory leadership is characterized as a collaborative decision-making process or a leader's collective influence during decision-making as well as those under him or her (Wang, Hou, & Li, (2022). Other scholars view this manner as meaning viewing workers as indispensable knowledge assets that are the core of an establishment. Engaging leaders prioritize interpersonal communication and societal integration. As such, it is equivalent to a model of empowering leadership. According to Humphrey, & Aime, (2014), Transformational leadership and organizational citizenship behaviors: The role of organizational justice, leader-member exchange, and work motivation.

Supportive Leadership is a management approach where an administrator helps teachers see a task through to completion rather than just assigning work and waiting for results. This leadership demands a thorough comprehension of the desires and needs of the subordinates to give them the assistance they seek. The actions of the leader satisfy the demands and preferences of the subordinates. Caring leaders are concerned about the well-being of their employees. This action is particularly necessary when managing relationships or tasks that cause physical or spiritual discomfort (Rahiminejad, Golshani & Arshi, 2018).

leaders' responsive behavior is implied by supporting leadership practices: the welcoming environment and verbal acknowledgment of teachers' accomplishments in a motivating way. In addition, headteachers showed regard for other instructors, treated everyone fairly, and demonstrated care for their well-being. In support of the path-goal theory, supportive leadership is an important component of effective leadership. Workers are challenged to manage their careers and continuously enhance their skills due to the shifting nature of psychological contracts and employment conditions (Rafferty, & Griffin, (2006).

Achievement-oriented leadership is a leadership style in which the leader sets difficult targets to promote the development and advancement of their team members. The manager exhorts the staff to aim for ongoing development. This is also a leadership approach that prioritizes achieving a group's objectives. Success can be a helpful tool while tackling a challenging learning activity or goal. Learning leaders are driven to accomplish goals and hold both themselves and their employees to a high standard. Learning leaders can motivate followers by delegating work to others, promoting achievement, and removing obstacles.

According to Thuku, Kalai, & Tanui, (2018), achievement-oriented leadership makes an effort to adapt the attitudes of workers toward ongoing development. However, they discovered that achievement-oriented leadership

was appropriate when followers are open to autocratic leadership, have an external locus of control, and have high ability. They claimed that achievement-oriented leadership sets clear and challenging goals for subordinates. Consequently, duties were completed, and head teachers in schools set ambitious yet unambiguous objectives.

Subject Matter Knowledge is an understanding of the field in which a teacher teaches. It usually contains an understanding of how the discipline progresses in addition to what is understood within the field. Since new research expands knowledge, these fields are intricately intertwined. According to several studies by Rollnick, & Mavhunga, (2016), teacher SMK is crucial and must be linked to better learner outcomes. Pedagogical subject knowledge is influenced by the instructor's personal experiences, both as a learner and as a teacher. Teachers' subject-matter knowledge of the material they teach is reflected in the type and extent of their pedagogical content knowledge.

Instructional Planning and Strategies. Planning is often defined as the "act or process of making or carrying out plans. The process of instructional planning involves the teacher utilizing resources, data, instructional methodologies, and appropriate curricula to address the various needs of their pupils. One key tool that teachers use to deliberately choose what and how their pupils will learn is instructional planning.

Karngebae, (2022), stated that Instructional strategies are essential elements of instructional planning and, as such, enhance the delivery of content. When the terms "strategies" and "methods" are used interchangeably, they refer to how a purpose is served, goals are completed, and objectives are met. Classroom Management is a branch of administration that instruction, which enhances the process of teaching and learning by permitting educators to lead and oversee activities in the classroom setting.

Assessment. The process of evaluating something or a specific instance of doing so. Assessment is an evaluation of someone's accomplishments. A methodical foundation for concluding pupils' learning and development. It is the process of identifying, picking, creating, gathering, evaluating, interpreting, and applying data to improve learning and growth for students.

Wayne, & Youngs, (2003), carried out a thorough analysis with an emphasis on the connection between teacher attributes and increases in student achievement. The results of several empirical research that examined several facets of teacher effectiveness, including the function of assessment procedures, were combined in their study. Formative assessment is one kind of evaluation; in these theories of action, it serves as a crucial mechanism for meeting each person's needs. The idea behind "formative assessment" was to view it as a process rather than a test participated in by educators and learners.

Learning Environment. A learning environment is more than simply a classroom; it's a place where students are inspired by their surroundings, feel at ease to pursue information, and are encouraged to do so. People learn in environments designed for learning. These can include real venues like offices, classrooms, or schools; virtual spaces like online learning environments; or blended spaces that integrate digital and real-world components. A secure and comfortable learning environment should be provided by learning environments. A variety of landscapes or categories, such as our psychological, emotional, and physical environments, have an impact on our ability to learn.

School may be difficult for students at any age, so they need an emotional environment that is both supportive and encouraging to help them on their educational journey. Creating a safe place inside the psychological environment requires addressing the emotional environment's demands for self-expression and the freedom to express emotions. According to Parpala, et.al, 2010, students view their learning environments as influencing their learning.

Effective Communication. There are many different tactics and goals involved in effective communication. Establishing a collaborative culture in a school requires the presence of three fundamental elements of effective communication: trust, transparency, and listening an efficient Interaction among partners. There are many distinct partnerships in education, each with certain demands and traits in terms of communication.

Information is transmitted from a source to an audience through communication. The audience must comprehend the message in its intended form for effective communication. People use both direct and indirect means

of communication. While indirect communication consists of speech patterns, body language, and facial expressions, direct communication is deliberate. Engaging in face-to-face interactions requires both active listening and awareness of indirect communication. Effective communication requires us to actively listen, have difficult talks, and be aware of our message and indirect communication (Salamondra, (2021).

3. METHODOLOGY

3.1 Research Participants

There were 13 school participants in this study, enough to saturate the information gathered from the studied group. The purposive sampling method was used to select participants. Purposive sampling is the deliberate choice of participants based on the qualities they possess Guetterman (2015). The purposive sampling used in this study was characterized by the incorporation of inclusion criteria to be met by the participants. A total of 13 school heads and 119 teachers from different elementary schools of Pantukan South District are the respondents for the survey questionnaire.

3.2 Research Locale

The study was conducted in Pantukan South District, Division of Davao De Oro, Region XI - Davao Region. The Municipality of Pantukan is a first-class municipality that is located in Davao De Oro province of the Philippines with 90,786 people living there, according to the 2020 census. With a total area of 533.11 km sq. Pantukan is home to 13 barangays. Leaders proclaimed Pantukan a municipal district in 1914. A chieftain became the new president this time and was replaced by a tribal leader a year later. It was proclaimed a formal municipality by President Manuel L. Quezon on November 13, 1936, making it the oldest town in the province of Davao de Oro.

Although mining is the municipality's main source of income, towns inside its borders have thriving agricultural industries. Although there is small-scale mining going on in the town, a huge mining operator has been permitted to look for gold nearby. It is estimated that there are 10.3 million ounces of gold and 5.4 billion pounds of copper in Barangay Kingking alone. The Kingking mine site's Mineral Production Sharing Agreement (MPSA) is owned by Nationwide Development Corporation (Nadecor).

3.3 Research Participants

This district-wide study was conducted in the Division of Davao De Oro, Province of Davao De Oro. It included and focused on the 13 elementary school heads and 119 elementary teachers. Among the schools of Pantukan South District that were included in the study are Biasong Elementary School, Boringot Elementary School, Diat Elementary School, Piasusuan Elementary School, and Pulang Lupa Elementary School. These schools are located in a far-flung area of barangay Napnapan, Pantukan. Traveling to these schools is quite challenging due to its location which is on top of the mountain. The estimated time of travel from the Pantukan terminal is more than one hour.

There are schools in Shoreline that were part of the study as well, they are Bongbong Elementary School, Bon-Temple Elementary Schools, Matiao Elementary School, Napnapan Elementary School, and P. Fuentes Elementary School. These schools are located in barangay Bongbong, Matiao, Napnapan, and P. Fuentes respectively.

Binogsayan Elementary School, Liniputan Elementary School, and Sarog Elementary School are schools that were also part of the study. These schools are part of Barangay Napnapan. Binogsayan Elementary School is located near the Binogsayan River while Liniputan Elementary School and Sarog Elementary School are located in a far-flung area that can be reached through passing by numerous rivers.

3.4 Instruments of the Study

This study's research tools were divided into two sections. The first section would consist of the modified independent variable questionnaire that would be taken from Saleem, Aslam, Yin, and Rao (2020) and their study, "Principal Leadership Styles and Teacher Job Performance: Viewpoint of Middle Management." Each of the four (4) indicators—directive, participative, supportive, and achievement-oriented has five items.

The second section would be the dependent variable modified adopted questionnaire of Clark and Watson Teacher Effectiveness. It has five (5) indicators namely: Subject Matter Knowledge, Instructional Planning and Strategies, Assessment, Learning Environment, and Effective Communication.

The following statement is the four-point Likert scale (4- Very High, 3- High, 2-Low, and 1- Very Low).

The following interpretation scales will be used to determine the School Head Leadership and Teacher Effectiveness among School Administrators and Teachers of Pantukan South District.

Rating	Interval	Descriptive Interpretation	Descriptive Meaning
4	3.40-4.00	Very High	School Head Leadership is always manifested .
3	2.60-3.39	High	School Head Leadership is often manifested .
2	1.80-2.59	Low	School Head Leadership is sometimes manifested .
1	1.00-1.79	Very Low	School Head Leadership is never manifested .

3.5 Procedure

The quantitative researcher had to perform multiple activities as part of the data collection process. The researcher participated in multiple events and adhered to tight protocols for data collection before departing following the research study.

First, the researcher made sure that it followed all appropriate research protocols after submitting the study and having it reviewed and verified by the thesis adviser and panel.

Second, the researcher asked for the permission and consent of the College Administrator of the Assumption College of Nabunturan, the Graduate School Dean to conduct the study. The researcher prepared the material and tools needed for the data gathering, such as the Google form survey questionnaire.

Third, the researcher submitted the request to conduct a study in the Division office of Davao De Oro and waited for approval.

Fourth, when the approval to conduct a study was released by the division office the researcher submitted another letter of approval to the district coordinating principal of Pantukan South district.

Fifth, when the approval to conduct the study was released from the district office of Pantukan South, the researcher now reached out to the 13 school heads and 119 teachers to inform them about the study.

Sixth, conduct the study through an online survey questionnaire.

Lastly, the data was gathered and analyzed. The participants' responses were analyzed. The researcher received assistance from an analyst to make sure the data was correctly analyzed.

3.6 Ethical Consideration

The consciousness of ethical considerations in educational research has increased in the past several years, and this is evident in the attention that these questions receive in standard texts on educational research methodologies (Dockrell, 1988) as cited by Jones, (2012). Research is needed to give a solid evidence base, deepen our understanding, and support decision-making that will progress practice as work-integrated learning (WIL) models and situations

become more varied (Zegwaard, 2015) as cited by Fleming, et, al. (2018). The researcher ensured that data collection was conducted with the highest level of confidentiality.

4. RESULTS AND DISCUSSION

The information about the research issues mentioned in this study's first chapter is shown below. The following was the order in which the talks of individual issues were presented: level of school heads' leadership in terms of directive, participative, supportive, and achievement-oriented, level of teacher effectiveness in terms of subject matter knowledge, instructional planning, assessment, learning environment, and effective.

Discussions

4.1 Level of School Heads Leadership.

4.1.1 Level of School Heads Leadership in terms of Directive. The extent of school heads' leadership style indicated by directives was always manifested. The results implied that school administrators provided teachers with clear instructions and information about what was required of them in their roles and suggested that educators follow every guideline established by the institution. In addition, administrators consistently demonstrated a directive leadership style. Mahdi, Gulam, and Almsafir (2014), stated that directive leadership "directs" work processes, including "what to do," "how to do," "where," "when," and "who should do." Moreover, directive-style leaders tend to tell their subordinates what to do and how to accomplish it by acting in an assertive, controlled, descriptive, and structured manner (Banjarnahor, et, al. 2018).

4.1.2 Level of School Heads Leadership in Terms Participative. The extent of school heads' leadership style indicated by participative was always manifested. As gleaned from the data, the belief is that school administrators support collaborative decision-making among their teachers. Pantukan South District school administrators explicitly urged teachers to be involved in planning and execution to facilitate change-bringing progress.

According to Sirisookslip, et, al. (2015) study, participatory leadership is a good tool for school administrators to use when there is uncertainty and ambiguity in the workplace. School administrators are responsible for involving teachers in decision-making, hearing their viewpoints, and promoting group discussions among instructors to improve productivity.

The result was supported by Humphrey, & Aime, (2014). Transformational leadership and organizational citizenship behaviors: The role of organizational justice, leader-member exchange, and work motivation. The impact of transformational leadership on organizational citizenship behaviors is examined in this study, with particular attention paid to the functions played by organizational justice, leader-member interchange, and work incentive. It sheds light on how transformational leadership affects worker conduct in ways beyond the purview of participative leadership.

4.1.3 Level of School head leadership in terms of supportive. The extent of school heads' leadership style indicated by support was always manifested.

This implied that school authorities cared about the needs and welfare of their faculty members. Teachers were respected and treated with decency by the school administration, who also made them feel important and cared for.

The study was anchored by Leithwood, et, al. (2004). How leadership influences student learning. This study investigates the many facets of leadership, such as supportive leadership, and looks at how diverse leadership techniques affect the academic performance of students. It offers perceptions of the more extensive influence of leadership on academic results, such as the efficacy of teachers.

4.1.4 Level of School head leadership in terms of Achievement-oriented. The extent of school heads' leadership style indicated by achievement-oriented was always manifested.

This suggested that by trusting in their subordinates and establishing ambitious objectives, the school administrators supported exceptional performance and ongoing development among their teachers. Additionally, the leader consistently sets high standards for their team members, believes they can achieve high standards, and expresses confidence in their capacity.

The result was anchored by the study of Smith, et. al. (2015), on the influence of transformational and transactional leadership styles on teacher job satisfaction and student achievement. The study examines how teacher job satisfaction and student accomplishment have impacted transformational and transactional leadership styles with the particular effects of both styles on educational results. It offers perceptions into the more comprehensive framework of leadership efficacy than just the direct relationships with teaching efficacy.

4.1.5 Summary on the Level of School Head Leadership. The extent of school heads' leadership style indicated was always manifested. Achievement-oriented is seen to be the highest leadership style that school heads portray. This could be a good attribute in encouraging teachers to take challenges and set their goals to perform well. Directive obtained the lowest mean score among the indicators. Although it has the lowest mean among the five indicators it has a descriptive rating of always manifested and it could be a great attribute in directing teachers on what is expected of them by their school heads.

Researchers investigated the school heads leadership styles. Effective leadership is essential to the long-term health of a company and greatly inspires educators Siraj, et. al. (2022). In the educational sector, there is a correlation between leadership styles and school performance. This is because improving the quality of education requires school leaders—headmasters, head teachers, and department heads—to develop their professional skills. Leaders are in charge of effectively and efficiently managing the school's resources (Gultom, & Fibriasari, (2021).

4.2 Teacher Effectiveness

4.2.1 Level of Teacher Effectiveness in terms of Subject Matter Knowledge. The extent of school heads' leadership style indicated by subject matter knowledge was always manifested. This suggested that when it came to delivering instruction, the teachers of Pantukan South District consistently displayed expertise in subject matter knowledge.

The results were supported by Koskei, et. al. (2020), headteachers in many schools were found effective in organizing and updating records of learner discipline cases, challenging behavior and interventions, and displaying school rules. The Ministry of Education was advised by the study to provide refresher training for headteachers to improve their leadership competencies and boost the monitoring and assessment of headteachers' roles. The result was supported by the study of as cited by Kwan, et. al. (2015), who stated that task value activation, or the activation of judgments of the task's relevance, utility, and importance, is a third crucial Self-regulated learning component of planning.

4.2.2 Level of Teacher Effectiveness in terms of Instructional Planning and Strategies. The extent of school heads' leadership style indicated by the assessment was always manifested. This suggested that when it came to planning and strategies, teachers are experts in using different strategies on how to deliver lessons. Teachers are well equipped with techniques and strategies for using resources appropriate to learners needs.

The result was supported by the study of (Pintrich 2000) as cited by Kwan, & Wong, (2015), who stated that task value activation, or the activation of judgments of the task's relevance, utility, and importance, is a third crucial Self-regulated learning component of planning.

4.2.3 Level of Teacher Effectiveness in terms of Assessment. The extent of school heads' leadership style indicated by the assessment was always manifested. This suggested that when it came to giving appropriate assessments, teachers ascertain educational objectives are being fulfilled since assessment is a crucial component of instruction. The results show learners received excellent instruction from teachers. This seems to be a product of both statistical advances in data analysis and the increased availability of data demonstrating a relationship between teacher effectiveness and student growth.

The result was supported by the study of Wayne, et. al. (2003) carried out a thorough analysis with an emphasis on the connection between teacher attributes and increases in student achievement. The results of several empirical research that examined several facets of teacher effectiveness, including the function of assessment procedures, were combined in their study.

4.2.3 Level of Teacher Effectiveness in terms of Learning Environment. The extent of school heads' leadership style indicated by the learning environment was always manifested. This suggested that when it came to quality space and learning environment teachers secure attention to the physical, social, cultural, and psychological environment that surrounds learning and affects students' success and motivation.

The result was supported by the study of Parpala, et, al. 2010, who stated that students view their learning environments as influencing their learning. In addition, this was also supported in the study of Jing, et, al. (2024), current educational research places a great deal of significance on technology-supported learning settings they serve as important observational and enabling indicators for assessing and promoting the education revolution.

4.2.5 Level of Teacher Effectiveness in terms of Effective Communication. The extent of school heads' leadership style indicated by the learning environment was always manifested. This suggested that when it came to effective communication teachers displayed great professional expertise in using appropriate language, gender, and age and were expert in delivering lessons properly since it forms the cornerstone of our everyday conversations inside the classroom.

The result was supported by Husain 2013, who stated that positive relationships exist between communication and a variety of organizational outcomes, including work satisfaction, performance, organizational citizenship behaviors, and commitment. Moreover, the result was anchored in the study of Salamondra, T. (2021) who stated that the audience must comprehend the message in its intended form for effective communication. Seconded by the thought that people use both direct and indirect means of communication. While indirect communication consists of speech patterns, body language, and facial expressions, direct communication is deliberate, followed by the study that stated engaging in face-to-face interactions requires both active listening and awareness of indirect communication.

4.2.5 Summary of the Level of Teacher Effectiveness. The extent of teacher effectiveness indicated was always manifested. Subject Matter Knowledge, Instructional and Planning Strategies, Learning Environment, and Effective Communication are the highest strategies for teacher effectiveness. This could be a good attribute in delivering quality education, producing not just national but internationally competent and innovative learners that are anchored with the mission and vision of the Department of Education. Assessment obtained the lowest mean score among the indicators. It has the lowest mean among the five indicators it has a descriptive rating of always manifested and it could be a great attribute in establishing educational instruction and decisions about curriculum, instructional requirements, placement, advancement, and grades.

Researchers investigated that teacher effectiveness is crucial in learners' progress and development. Smith, et, al. (2015) stated the influence of transformational and transactional leadership styles on teacher job satisfaction and student achievement. The study examines how teachers' job satisfaction and student accomplishment are impacted by transformational and transactional leadership styles, with a particular emphasis on the effects of both styles on educational results. It offers perceptions into the more comprehensive framework of leadership efficacy than just the direct relationships with teaching efficacy.

Convergence of Data

By looking at the mean of the adopted test questionnaire all of the indicators got a very high descriptive interpretation which signifies that the indicators under school heads' leadership and teachers' effectiveness manifested the same opinion on the statements being presented in the survey questionnaire on school heads leadership styles and teachers' effectiveness in elementary schools. It suggests that the extent that has been agreed upon is a result of their opinions of their instructional and managerial abilities.

Implications for Practice

The study's conclusions have the following practice recommendations.

Motivate school administrators to create cooperative learning environments in the classroom. Place a focus on collaborative decision-making among instructors, professional learning communities, and team-building exercises. Peer support and group problem-solving can increase teacher effectiveness in a collaborative setting, even while direct leadership influence may be little.

Teachers may approach administrators with full confidence in a supportive atmosphere that school officials may foster. Invest in programs for teachers' needs and interests-specific professional development of the highest caliber. For instructors to continuously enhance their teaching methods and student involvement, school administrators can help to arrange access to pertinent training, workshops, and resources.

Administrators in schools may assist in fostering a positive and healthy development of educators. Foster a culture in your school where cooperation, decency, and ongoing development are valued. Developing a welcoming and inclusive atmosphere where educators feel appreciated, inspired, and dedicated to their and their student's academic success should be a top priority for school administrators.

Implications for Future Research

The following implications for future research are considered:

First, future research may be conducted with quantitative instruments parallel to this study. Second, this may serve as the basis for school heads and teachers to review and assess their capacity to perform their tasks.

This study was conducted with far-flung and shoreline school heads and teachers of Pantukan Sout District, Division of Davao De Oro. Thus, further research could be done to investigate the same phenomenon among remote school heads' influence on teachers' effectiveness, development, and practices. Finally, the findings of the study are based on the responses of school heads and teachers in Pantukan South District, Division of Davao De Oro as research participants.

5. CONCLUSION

Generally, the study's discussion section contains the interpretation. Based on the findings, it was concluded that the school heads' leadership style has no significant correlation to teachers' effectiveness. How school heads' leadership affects teachers' effectiveness leads to the conclusion that no meaningful correlation exists between these variables. In this regard, the empirical evidence seems to contradict the widely held belief that effective leadership at the school level has a favorable impact on teachers' effectiveness. Teachers' performance may be more greatly influenced by variables other than direct leadership, such as teacher autonomy, school culture, and outside support networks.

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