

TRANSFORMATIONAL LEADERSHIP AND TEACHER PERFORMANCE: A DESCRIPTIVE CORRELATIONAL STUDY

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ABSTRACT

This study investigates the relationship between transformational leadership practices of school principals and teacher performance in the Compostela West District, Davao de Oro, Philippines. It aims to fill the research gap regarding how principals' leadership styles influence teacher performance, particularly focusing on the dimensions of vision building, individualized consideration, intellectual stimulation, and innovative climate. A quantitative research design, specifically a cross-sectional, descriptive, and innovative correlational survey, was employed. The respondents comprised 200 elementary and secondary teachers from thirteen schools within the district. Data was collected using modified questionnaires. The results indicate that principals in Compostela West District exhibit a high level of transformational leadership across all four dimensions. Teachers rated their principals' transformational leadership in vision building, individualized consideration, intellectual stimulation, and innovative climate consistently high. Teachers' performance, as measured by their IPCR-F scores, was also rated very satisfactory, indicating effective and efficient delivery of their professional duties. No significant differences were found in the perceived transformational leadership skills of principals when grouped by teachers' sex and age. Furthermore, the correlation analysis revealed a positive relationship between transformational leadership and teacher performance. These findings underscore the importance of transformational leadership in fostering a positive school environment, though they also highlight the need to explore additional factors that may impact teacher performance. Recommendations include sustaining and enhancing transformational leadership practices through professional development, collaborative school activities, and further research to explore the multifaceted nature of teaching performance and leadership dynamics.

Keyword *transformational leadership, teacher performance, educational leadership, principal leadership, descriptive-correlational study*

1. INTRODUCTION

Teachers are vital in the educational system as the central component for achieving a school's vision, mission, and objectives. Their performance is crucial, as it directly influences the caliber of education the learners receive. Essentially, the quality of educators in a country directly impacts the total level of education. As educators, they transmit knowledge and shape the next generation's character, critical thinking skills, and future opportunities. Consequently, by prioritizing and consistently evaluating teachers' performance, educational institutions may effectively accomplish their academic goals and provide students with the necessary skills to thrive in a constantly changing world.

However, it has been observed in Turkey that teachers' performance tends to decline as the degree of schooling advances (Ozgenel & Mert, 2019)[1]. This presents a predicament: as the degree of schooling advances, the

objectives of schools grow increasingly complex, requiring teachers at higher school levels to perform at a higher level than their colleagues at lower school levels. This suggests that higher levels of education may present challenges or factors that can impact teachers' efficiency or perceived competence, in contrast to lesser levels. This finding may have ramifications for educational policies and practices aimed at maintaining or improving teacher effectiveness across all levels of schooling.

Based on a 2018 report from the World Bank Group, teachers in Mindanao receive little to no rewards for their exceptional performance, which decreases their motivation to improve. As a result, there is a noticeable pattern in which teachers place greater importance on being on time rather than focusing on effective teaching and student learning (Molina et al., 2018) [2]. According to statistics, 70% of teachers and 50% of principals consider timeliness a top priority, whereas just 20% of instructors and 14% of principals emphasize student learning. In Mindanao, the emphasis is generally placed on efficiency and timeliness rather than quality education outcomes when determining efficacy. However, instructors in Sarangani Province need help with various problems, including limited access to individualized learning resources, absenteeism and language barriers. Despite these challenges, teachers typically consider themselves effective in the classroom (Isao, 2021 [3]; Lariosa et al., 2022 [4]; Brilliantes & Nebria, 2021 [5]). Consequently, it is essential to investigate how school administrators' leadership styles impact teachers' actual performance to improve the overall quality of teaching.

Having worked as an educator in public schools for 16 years, I have had the opportunity to engage with many principals, each of whom has brought distinct traits to the table and demonstrated various leadership methods. The first, a 60-year-old man, remains composed despite challenges, creating an environment where every problem has a solution. The second, a 55-year-old woman, fosters initiative and encourages risk-taking. An older woman emphasizes a steady pace over deadlines, ensuring thoroughness. A middle-aged man relies heavily on teachers and does not foster independence, while a young male principal, competitive and a perfectionist, supports holistic development beyond academics. Another middle-aged man builds strong stakeholder connections and balances academics with extracurriculars. Despite struggling with trust, a meticulous middle-aged woman has overseen school and student discipline improvements. This varied leadership style uniquely contributes to the school's atmosphere and student development, providing a rich foundation for understanding transformational leadership in educational settings.

Although the importance of teachers in school effectiveness is acknowledged, more research is needed on how the transformational leadership of school administrators affects teachers' performance. Additionally, a research gap exists in understanding the moderating effect of principal leadership experience and teachers' professional development in the relationship between transformational leadership and teachers' performance. Thus, this research aims to address these research gaps to provide a more holistic understanding of the interplay between leadership and teacher performance, thereby offering valuable insights for educational policymakers to improve the overall quality of education.

2. METHODS

2.1 Research Design

This study used a descriptive, quantitative, correlational, and causal research design. Research design serves as the blueprint for the researcher in answering the research question or testing the research hypothesis as it lays out the activities in conducting the study and how the researcher controls factors that may affect the validity of findings (Jongbo, 2014)[6].

On the other hand, quantitative research design uses variables that are measurable to predict, explain, and control a phenomenon (Leedy, 1993) [7]. Moreover, the quantitative research method deals with quantifying and analyzing variables to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how (Apuke, 2017)[8].

More specifically, this study utilized cross-sectional, descriptive, and correlational research design, specifically a survey. In a descriptive study, the researcher has no control of the variable at all. The task of the researcher is to explain the status quo of the group. A descriptive study, therefore, attempts to determine, describe, or identify the current situation of the population. Moreover, a correlational study is used when the researcher wants to study the extent of the relationship between two variables.

2.2 Research Locale

The Municipality of Compostela in Davao de Oro (formerly Compostela Valley) is situated in the southeastern part of Mindanao, Philippines. It covers a total land area of approximately 255.50 square kilometers. According to the most recent census data, the population of Compostela is estimated to be around 90,000 individuals. The municipality is ethnically diverse, housing several indigenous groups such as Mansaka and Mandaya peoples. The indigenous group of Compostela possess unique cultural practices, languages, and traditions that contribute to the rich and diverse fabric of the community's social life. The existence of these tribes demonstrates the municipality's dedication to safeguarding and commemorating its traditional history in the face of contemporary advancements. Compostela boasts a diverse population, with indigenous inhabitants and settlers from many regions of the Philippines who have played a significant role in the area's development and cultural variety. The combination of many cultures gives rise to a distinct social atmosphere in which old customs and modern way of life exist together in a peaceful and balanced manner. Since its establishment, the municipality slowly rose from a backward infant municipality into one of the progressive towns of the valley. Agriculture is essential in Compostela's economic activities, particularly in terms of livelihood.

This study was conducted in Compostela West District focusing 3 secondary schools serving both junior high school and senior high school students: Maparat NHS (School ID:304196) with 1,060 learners, San Miguel NHS (School ID: 304163) with 609 learners, and Siocon NHS (School ID 304210) with 428 learners. The primary source of income in area where these schools are located is agriculture. Farming, raising livestock and associated agribusiness likely contribute to the local economy.

The study also encompasses ten elementary schools, namely: Gabi Elementary School (School ID:12826) with 843 pupils, Corazon C. Aquino Elementary School (School ID:204020) with 410 pupils, Bagongon Elementary School (School ID:128260) with 204 pupils, Siocon Elementary School (School ID:128276) with 434 pupils, New Alegria Elementary School (School ID:128270) with 387 pupils, Mapaca Elementary School (School ID:128268) with 305 pupils, San Miguel Elementary School (School ID:128275) with 827 pupils, Maparat Elementary School (School ID: 128269) with 1,484 pupils, San Jose Elementary School (School ID:128274) with 563 pupils, and Osmena Elementary School (School ID:128272) with 525 pupils. Farming and working on banana plantations are the main sources of income in the Municipality of Compostela. The fact that Gabi Elementary School and Bagongon Elementary School are located in regions with a reputation for having rice fields highlights how dependent the community is on rice growing. On the other hand, the proximity of large banana farms to Maparat Elementary School and San Miguel Elementary School suggests that a large number of the students' families work in the banana industry. These farming operations have a big impact on the district's educational environment as well as the local economy.

In addition, the vicinity of Corazon C. Aquino Elementary School is defined by a combination of agricultural practices comprising the cultivation of both rice and bananas. These two agricultural sources provide the necessary means of support for the community's livelihoods. The New Alegria Elementary School is located in a region that relies heavily on banana plantations as its main economic activity. A significant number of families are employed in these plantations, serving as the primary source of income. The community surrounding San Jose Elementary School is predominantly involved in rice farming which plays a crucial role in their economic livelihood. Siocon Elementary School is situated in a region characterized by the dominant practice of rice growing which significantly influences the local economy. The primary source of income for households residing around Mapaca Elementary School is predominantly generated from rice cultivation, supplemented with limited engagement in small scale banana growing. Osmena Elementary School is situated in an area where the local economy is supported by both rice farming and banana plantations. This varied range of economic activities ensures that the community has multiple source of revenue.

2.3 Research Subject

The subjects of this study were the 200 teachers of the identified Elementary and **Secondary** Schools in Compostela West District, Division of Davao de Oro. After establishing the sample size of 200, the stratified proportionate sampling technique was used to determine the samples of teachers from the identified 13 schools. The actual teacher-respondents from each schools were selected through purposive sampling where teachers with at least two years of teaching experience were considered. The years of teaching experience would warrant enough exposure to the transformational leadership style of their schools heads or principal.

The school heads were considered for their demographic profile for data for age and gender as indicators for the moderating variable.

2.4 Research Instrument

The researcher used the Transformational Leadership Scale of Balyer and Ozcon (2012)[9]. the questionnaire was designed for teachers to respond in evaluation the transformational leadership practices of school heads based on the following dimensions: vision building, individual consideration, intellectual stimulation and innovative climate. The scale was tested and found reliable. Cronbach alpha values found were 0.87 for vision building, 0.88 for individual consideration, 0.92 for intellectual consideration and 0.91 for the innovative climate sub-dimension. There are 24 items in the scale with the following distribution: 5 items for vision building, 6 items for individualized consideration, 7 items for intellectual stimulation and 6 items for innovative climate.

First part was to determine the demographics of the respondents for profiling purposes. Second part of the questionnaire is to determine the level of principals' transformational leadership with the following indicators or dimensions; vision building, individual consideration, intellectual stimulation, and innovative climate.

Moreover, to gauge the level of quality instruction of Junior High School teachers, scores of teachers in the IPCR-F in school years 2020-2021 and 2021-2022 will be used as measurement.

In order to determine the appropriateness of the transformational leadership scale of Balyer and Ozcon (2012) in the context of this study, a pilot test was conducted and Cronbach alpha was calculated using Statistical Package for the Social Sciences (SPSS).

The instrument was adapted by the researcher in measuring the transformational leadership of school heads as perceived by the teachers. The instrument had undergone validity test by experts to mitigate the risk of forming incorrect hypothesis and ensure accuracy of results.

Validation of Instrument

The instrument to be used are adopted hence item-validation was no longer be applicable. However, the questionnaire was subjected to face validation with the three experts.

Range of Mean	Verbal Interpretation	Meaning
4.5-5.0	Very High	This means that in general sense, school principals exhibit a range of associated practices that are always align to transformational leadership in achieving the desired school's goals and objectives.
3.5-4.49	High	This means that in general sense, school principals exhibit a range of associated practices that are nearly consistently align to transformational leadership in achieving the desired school's goals and objectives.
2.5-3.49	Moderate	This means that in general sense, school principals exhibit a range of associated practices that are usually align to transformational leadership in achieving the desired school's goals and objectives.
1.5-2.49	Low	This means that in general sense, school principals exhibit a range of associated practices that are sometimes align to transformational leadership in achieving the desired school's goals and objectives.
1.00-1.49	Very Low	This means that in general sense, school principals exhibit a very limited range of transformational leadership in achieving the desired school's goals and objectives.

2.5 Statistical Treatment of Data

The following statistical tools were used in this study:

Mean. This was used in determining the following: (1) level of principals' transformational leadership and (2) level of teachers' performance metrics.

Pearson r. This was used to test if there is significant relationship between principals' transformational leadership and teachers' performance metrics.

Analysis of Variance. This was used to determine if there is significant difference on the principal's transformational leadership when grouped according to age-groups.

Independent t-test. This was used to determine if there is significant difference on the principals' transformational leadership when grouped according to sex.

To interpret the level of principals' transformational leadership, the following parameters were used.

3. RESULTS AND DISCUSSION.

The results obtained from the collected data and the subsequent analysis and interpretation based on the problems presented. The findings explain significant trends and correlations related to the research questions. Detailed tables demonstrate the data trends. Moreover, the significance of these findings is examined in relation to the research collection.

3.1 Demographic Profile of Public Elementary and Secondary School Heads in West District of Compostela Davao de Oro in terms of Sex and Age

Table 1

Demographic Profile of the Public Elementary and Secondary School Heads in West District Compostela, Davao de Oro in terms of Sex

SEX	FREQUENCY	PERCENTAGE
Male	7	54%
Female	6	46%
Total	13	100%

In the results presented in Table 1, male and female school heads have almost equal numbers. There were 7 Male School Heads comprising 54% of the total number of School Heads in the West District of Compostela, while there were 6 Female School Heads comprising 46%.

Table 2

Demographic Profile of the Public Elementary and Secondary School Heads in West District Compostela, Davao de Oro in terms of Age

LEVEL	AGE BRACKET	FREQUENCY	PERCENTAGE
1	40-49	3	23%
2	50-59	7	54%
3	60 and up	3	23%
		13	100%

From the results presented in Table 2, it can be seen that most of the School Heads in the West District of Compostela were from the age range of 50-59, where there are 7 out of 13 School Heads or 54% of the total number. Moreover, there were 3 school heads aged 40-49, and the same number of school heads who were aged 60 and up, both comprised 23% of the total number.

3.2 Level of Transformational Leadership

This section presents the results of the problem that examined the level of transformational leadership according to vision building, individualized consideration, intellectual stimulation, and innovative climate.

Table 3

Level of Principal's Transformational Leadership in terms of Vision Building

Indicator	Mean	Description
1. The school head/principal refers explicitly to our schools goals during decision-making processes	4.3	High
2. The school head/principal explains the relationship between the schools' vision and initiatives of the school district, collaborative projects, or the government	4.4	High
3. The school head/principal discusses the consequences of the school's vision for everyday practice	4.3	High
4. The school head/principal uses all possible moments to share the school's vision with the team, the students, parents, and others	4.4	High
5. The school head/principal incorporate the school's vision and goals for the future to talk about the current issues and problems facing the school	4.4	High
Overall Mean	4.4	High

It can be seen in table 3 that the overall mean is 4.4 which indicates that the level of transformational leadership in terms of vision building of school principal is high. This suggests that, on average, the principal's performance across all indicators is rated high. This indicates that the principal is highly effective in aligning their actions and communications with the school's goals and vision. Also, this means that in general sense, school principals exhibit a range of associated practices in vision building that are always align to transformational leadership in achieving the desired school's goals and objectives. Teacher-respondents perceive that school principals excel in involving teachers in aligning school activities with the school's vision and mission, as well as with the Department of Education's (Deped) vision, mission, and targets. This suggest that principals effectively engage teachers in integrating these guiding principles into daily practices and strategic planning, ensuring cohesive efforts towards shared educational goals.

Results of this study suggest that the school principal effectively cascaded the school's deliverables and targets to all stakeholders, including teachers, students, parents, and others. This shows that the school principals are exemplary in promoting transparency and collaborative efforts among its stakeholders by ensuring that stakeholders understood the school's vision, mission, goals and performance targets. By keeping stakeholders informed and engaged, the principal fostered a notion that school's success is a shared destiny of all stakeholders.

Table 4
Level of Principal's Transformational Leadership
in terms of Individualized Consideration

Indicator	Mean	Description
1. The school head/principal takes opinions of individual teachers seriously	4.4	High
2. The school head/principal listens carefully to team members' ideas and suggestions	4.3	High
3. The school head/principal is attentive to the problems that teachers encounter when implementing innovations	4.2	High
4. The school head/principal shows appreciation when a teacher takes initiative to improve the education	4.4	High
5. The school head/principal helps teachers talk about their feelings	4.3	High
Overall Mean	4.3	High

Table 4 shows that the two groups have the highest mean of 4.4, which indicates a high level. The two categories are "the school head/principal values the opinions of individual teachers" and "the school head/principal expresses gratitude when a teacher takes the initiative to enhance education." Following these categories are "the school head/principal demonstrates attentive listening to team members' ideas and suggestions" and "the school head/principal facilitates open discussions among teachers about their emotions," both of which have an average score of 4.3, indicating a high level of performance. The school principal has a high level of attentiveness towards the challenges faced by teachers in adopting innovations, as indicated by the lowest mean score of 4.2 with a descriptive equivalent of high level.

The results of this study indicate that school principals support teachers' personal and professional needs, which fosters a positive working environment. This makes teachers feel valued, motivated, and empowered to grow personally and professionally. This supportive atmosphere encourages teachers to perform their best, contributing to a more collaborative, motivated, and effective educational setting. Moreover, the study's results indicate that school principals successfully demonstrate a genuine concern for the well-being of their teachers, fostering an environment where they feel understood, supported, and respected.

Lastly, result are indicative that school principals are paying attention to teachers' concerns and issues in the class and in the school especially in implementing curricular activities. It shows that school principals actively listen to teachers' concerns and by doing so they gain understanding of different areas that need improvement for smoother implementation of school programs, projects, activities and initiatives. When school principals are being attentive to teachers' problem or challenges, this makes implementation of schools' projects, activities, programs and other innovations both in classroom and school level successful. It might be because when teachers feel supported and understood, they will likely show commitment and motivated engagement to implementation process.

Table 5

Level of Principal's Transformational Leadership in terms of Intellectual Stimulation

Indicator	Mean	Description
1. The school head/principal encourages to experiment with new didactic strategies	4.4	High
2. The school head/principal encourages teachers to try new strategies that match their personal interests.	4.4	High
3. The school head/principal helps teacher to reflect in new experiences	4.4	High
4. The school head/principal motivates teachers to look for and discuss new information and ideas that are relevant to the school's development	4.4	High
5. The school head/principal stimulates teachers to constantly think about how to improve the school	4.4	High
Overall Mean	4.4	High

The data presented in Table 5 demonstrates that all of the following categories are observed: "the school head/principal encourages experimentation with new teaching strategies," "the school head/principal encourages teachers to explore strategies that align with their personal interests," "the school head/principal supports teachers in reflecting on new experiences," "the school head/principal motivates teachers to seek and discuss new information and ideas that contribute to the school's growth," and "the school head/principal inspires teachers to continuously contemplate ways to enhance the school." Obtained a mean score of 4.4, which corresponds to a descriptive level of high. The consistently high scores in these categories emphasize the principal's influential role in fostering intellectual stimulation among teachers.

A high-level rating on this indicator also indicates the school principals' excellent effort in encouraging teachers to be more reflective in their new experiences. Reflection involves thoughtful examination and analysis of one's experiences hence self- assessment and evaluation are paramount. Following the logic, school principals promote reflective - environment school the practice of honest self-assessment and careful evaluation. This might be feasible if school principals provide resources to teachers to facilitate reflective activities. These include mentoring, feedback sessions, workshops, and the like.

Table 6

Principal's Transformational Leadership in terms of Innovative Climate

Indicator	Mean	Description
1. Teachers are generally willing to try new ideas	4.6	Very High
2. Teachers are continuously learning and developing new ideas	4.6	Very High
3. Teachers have a positive "can-do" attitude	4.6	Very High
4. Teachers are willing to take risks to make this school better	4.5	Very High
5. Teachers are constantly trying to improve their teaching	4.6	Very high
Overall Mean	4.6	Very High

The results also indicate that the average score is 4.6, which is considered quite high. In essence, school administrators demonstrate the qualities of a transformational leader by effectively creating a school atmosphere that promotes innovation and encourages teachers to think creatively, experiment, and adopt new teaching methods and practices. The consistently high scores in multiple areas highlight the principal's efficacy in facilitating teachers' exploration of innovative approaches to teaching and learning.

The level of transformational leadership in terms of innovative climate is very high. The consistent very high rating across the categories under this indicator reflects the exemplary ability of the school principals in demonstrating a range of associated practices in promoting innovative climate in their stations or schools. These practices are always aligned to transformational leadership in achieving the desired school's goals and objectives.

3.3 Level of Performance of Teacher

Table 7

Performance of Teachers of Compostela West District

Indicator	Mean	Descriptive
Average Performance Rating of Teachers	4.4	Very Satisfactory

As stated in Table 7, teachers have an average performance rating of 4.4, which is considered extremely satisfactory. The high ranking of teachers' performance suggests that teachers in Compostela West District are proficient and productive in fulfilling their responsibilities and achieving their performance goals. This further demonstrates that the teachers' involvement in achieving school objectives is of utmost significance. The "very satisfactory" rating indicates a high level of performance, suggesting that teachers are displaying competence and dedication to achieving school objectives.

3.4 Difference in the Transformational Leadership Skills of School Heads

Table 8

Significant Difference in the Transformational Leadership Skills of
School Heads when Grouped according to Sex

	t	df	p
PRINCIPALS' TRANSFORMATIONAL LEADESHIP SKILLS	-1.536	11	0.153

The table displays a t-test value of -1.536, along with a degree of freedom (df) of 11. The obtained p-value of 0.153 exceeds the predetermined criterion of significance of 0.05 for this investigation. This suggests that there is not enough evidence to dismiss the null hypothesis, which states that there is no significant disparity in the level of transformational leadership qualities among school administrators when respondents are categorized by gender. This indicates that any observed disparity in leadership abilities ratings between male and female respondents is more likely to be a result of random variation rather than an actual difference. Therefore, the gender of the participants does not seem to have a major impact on their evaluation of the principals' transformational leadership abilities.

Table 9

Significant Difference in the Transformational Leadership Skills
of School Heads when Grouped according to Age

ANOVA - PRINCIPALS' TRANSFORMATIONAL LEADERSHIP SKILLS

Cases	Sum of squares	df	Mean square	F	p
AGE	0.059	2	0.029	0.149	0.863
Residuals	1.973	10	0.197		

The table shows that the calculated f-value is 0.149, with 2 degrees of freedom (df). This suggests that the study involves the comparison of three different age groups. The table displays a p-value of 0.863, which is above the accepted significance level of 0.05. This suggests that there is no statistically significant variation in the transformational leadership abilities of school principals when respondents are categorized based on their age group. Put simply, the variations in leadership ratings among different age groups of respondents can be attributed to mere chance.

3.5 Significant relationship between transformational leadership of school heads and teachers' performance

Table 10

Correlation Results on Relationship between transformational leadership
of School Heads and Teachers' Performance

Pearson's Correlations

VARIABLE	P-VALUE	CORRELATION COEFFICIENT	REMARKS
Transformational Leadership Skills	0.621	0.035	Not significant
Individual Performance Commitment and Review			

The data table displays a Pearson's r-value of 0.035 and a p-value of 0.621. Pearson's correlation coefficient of 0.035 suggests a very small positive link between transformational leadership and teachers' performance. This implies that there is a minimal correlation between the qualities of transformational leadership and the performance of teachers. This demonstrates that the transformational leadership qualities of school principals do not have an impact on how teachers achieve their performance objectives.

4. CONCLUSIONS

Based on the result of the study, teachers perceived that school principals are effectively and efficiently implement transformational leadership in their schools. Principals' associated practices such as vision building, individualized consideration, intellectual stimulation and innovative climate are in line with the principles of transformational leadership. It is also found out that the teachers' performance is very satisfactory which means that they exceeded their targets and deliverables.

Moreover, this study found out that the view on the school principals' transformational leadership practices is uniform across all teachers in both sexes and age-groups. This indicates that school principals are objective and consistent in implementing their leadership styles and its associated practices. Lastly, this study concluded that there is no significant relationship between the perspective of teachers on school principal's transformational leadership and the teacher performance. This indicates that the way how teachers perceived the leadership style of the school principals has no effect on their teaching performance. This suggests that while transformational leadership are valued, its direct impact on teaching performance in this context is not evident. Other factors affecting teaching performance should be explored to understand their interplay with leadership dynamics.

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