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Leadership Styles of School Head, Teachers' and Learners' Performances in The Context of Matatag Curriculum Implementation

CARYL VIM S. CERNA
Teacher III
Western Leyte College
Master of Arts in Education
Major in School Administration and Supervision
carylvim.cerna@deped.gov.ph

Abstract — This study determined the significant relationship between the Leadership Styles Of School Head On The Context Of MATATAG Curriculum Implementation and Its Effects On The Teachers performance based on IPCRF And Learners academic Performance. A proposed Instructional Supervisory plan will be formulated based on the result of the study. The study adopted a quantitative research method utilizing a descriptive-correlational design to comprehensively explore the relationship between Leadership Styles of School Heads in Relation to the Performance of Elementary School Teachers and test Performance of Grade 5 Learners in different subjects," this design is particularly effective for uncovering patterns and connections between the leadership styles employed by school heads, the performance of teachers, and the resulting student outcomes. The primary purpose of employing a descriptive correlational design in this study is to identify and describe the relationships among three key variables: leadership styles of school heads, teacher performance, and student test scores. This approach is appropriate because it allows researchers to observe and analyze these variables in their natural settings without any interference or manipulation. By focusing on existing conditions, the study can provide insights into how leadership influences educational practices and outcomes. The Test of Relationship, which investigates the degree of correlation between two sets of variables: first, the relationship between Supervisory Leadership Style and the IPCRF (Individual Performance Commitment and Review Form) of Teachers, and second, the relationship between IPCRF of Teachers and the Academic Performance of Learners. Using Pearson's r correlation coefficient and corresponding t-tests, the table shows whether the relationships are statistically significant at the 0.05 level of significance.

The first correlation analysis between supervisory leadership style and teacher performance (as measured by IPCRF) yielded a correlation coefficient and a computed t-value, which exceeded the table value. This led to the rejection of the null hypothesis, indicating a moderate and statistically significant relationship between the leadership styles of school heads and the performance of teachers. This means that the way school heads lead — whether transformational, transactional, or laissez-faire — has a moderate but meaningful influence on how teachers perform.

The second correlation analysis examined the link between the IPCRF ratings of teachers and their learners' academic performance. This yielded a correlation coefficient of 0.59 and a computed t-value, surpassing the table value. Again, the null hypothesis was rejected, establishing a moderate significant relationship between teacher performance and student academic achievement. In essence, the better the performance of the teacher, as evaluated by the IPCRF, the more likely students are to perform well academically.

The result implies that school leadership styles moderately affect teacher performance, which in turn moderately influences learner academic outcomes. Both correlations respectively — reinforce the interconnected nature of leadership, teaching effectiveness, and student achievement. These findings support the idea that improving supervisory practices and enhancing teacher capacity through proper leadership directly contribute to higher student success rates. Thus, cultivating strong leadership and performance management systems can significantly benefit the educational ecosystem.

Keywords — Leadership Styles, School Head, Teachers, Learners, Performance

I. Introduction

The introduction of the MATATAG Curriculum has sparked significant changes within the educational landscape of the Philippines, particularly in terms of enhancing teacher skills and student outcomes. The revised curriculum framework emphasizes streamlined content, mastery of key skills, and relevance to the needs of learners. However, these changes present challenges for both educators and administrators, especially in balancing new expectations with the existing realities encountered in schools. This research, titled "Leadership and Professional Development in the Context of MATATAG Curriculum Implementation and its Effects on Teacher Competency and Student Performance," arises from the pressing need to explore how leadership and professional development initiatives can effectively address these emerging challenges.

Leadership style, defined as the manner and approach of providing direction, implementing plans, and motivating individuals, holds sway over the performance of both teachers and students, as well as the overall organizational culture and climate of the school (Northouse, 2016).

At Bunga Elementary School, a public institution located in a semi-urban area, the effects of the MATATAG Curriculum have been directly observed. Over the past six years, the school has experienced fluctuations in enrollment, from 375 students in 2018 to a modest increase of 392 students in 2024. These variations highlight the complex interplay among demographic, economic, and policy-related factors that shape local education. The school is staffed by a dedicated team of 16 teachers, one school leader, and several non-teaching personnel. Despite limited resources, the school strives to uphold high educational standards. Students benefit from a 1:1 ratio of learning materials and a favorable learner-to-teacher ratio of 24:1, although challenges persist—particularly in infrastructure and access to modern teaching tools.

The motivation for this research stems from a commitment to empowering educators to thrive and adapt amid systemic changes. Drawing from experience in various professional development programs—including workshops on inclusive teaching and training related to the Learning Recovery Curriculum—valuable insights have been gained into the transformative potential of continuous education. Nevertheless, inconsistencies remain in how these opportunities are applied in classroom practice. This study seeks to bridge that gap by examining how leadership can create an environment where professional development is both accessible and impactful

Professionally, this study aligns with the broader goal of improving educational quality at Bunga Elementary School. The school has attained a Level 2 designation in School-Based Management (SBM) and has developed a network of 96 partnerships that support innovation and resource acquisition. To sustain and build upon these achievements, a strategic focus on leadership—from both administration and teaching staff—is essential. Through exploring the interaction between leadership strategies and professional development, the research aims to offer practical insights to guide the school's pursuit of excellence.

The existing challenges further underscore the relevance of this research. While all teachers at Bunga Elementary School consistently receive "Very Satisfactory" performance ratings, there remains a need for deeper understanding and implementation of the MATATAG Curriculum's principles. Infrastructure-related concerns, such as the absence of technology in classrooms and the deteriorating condition of some furniture, highlight systemic issues that must be addressed through effective leadership. Moreover, although the school promotes good governance and transparency in resource management, opportunities for enhancing stakeholder engagement remain, especially to ensure alignment with educational objectives.

This study aims to contribute to both theoretical and practical discourse on educational reform. By grounding the research in the lived experiences of Bunga Elementary School, it seeks to provide a holistic understanding of how leadership and professional development can drive meaningful improvements in teacher competency and student performance under the MATATAG Curriculum. Ultimately, the findings are intended to benefit not only the school itself but also other institutions facing similar challenges.

This study determined the significant relationship between the Leadership Styles Of School Head On The Context Of MATATG Curriculum Implementation And Its Effects On The Teachers performance based on IPCRF And Learners academic Performance. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of leadership styles of school heads in terms of the following:

    1.1 Transformational leadership styles;

    1.2 Transactional leadership styles; and

    1.3 Laissez-faire leadership styles?

2. What is the performance of the Elementary Teachers based on Individual Performance Commitment and Review Form (IPCRF) in terms of:

    2.1 Content, Knowledge and Pedagogy;

2.2 Learning Environment and Diversity of Learners;

2.3 Curriculum & Planning;

2.4 Assessment and Reporting;

2.5 Personal Growth and Professional Development;

2.6 Plus Factor?

3. What is the Academic performance of the Elementary Learners

4. Is there a significant relationship between the following:

4.1 Supervisory Leadership Style of School head and the Performance of Teachers; and

4.2. Performance of teachers and performance OF elementary Learners?

5. What Instructional Supervisory Plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant relationship between the Supervisory Leadership Style of School head and to the ff:

a. Performance of Teachers; and

b. Test Performance of Grade 5 learners based on the aforementioned subjects.

II. Methodology

Design. The study adopted a quantitative research method utilizing a descriptive-correlational design to comprehensively explore the relationship between Leadership Styles of School Heads in Relation to the Performance of Elementary School Teachers and test Performance of Grade 5 Learners in different subjects," this design is particularly effective for uncovering patterns and connections between the leadership styles employed by school heads, the performance of teachers, and the resulting student outcomes.

The primary purpose of employing a descriptive correlational design in this study is to identify and describe the relationships among three key variables: leadership styles of school heads, teacher performance, and student test scores. This approach is appropriate because it allows researchers to observe and analyze these variables in their natural settings without any interference or manipulation. By focusing on existing conditions, the study can provide insights into how leadership influences educational practices and outcomes.

To gather data, standardized questionnaires were distributed to both School Heads and Teachers, focusing on identifying prevailing leadership styles and perceived challenges in teaching and learning. Responses were measured using a Likert scale, allowing for quantification of perceptions and attitudes.

The collected data were subjected to statistical analyses, including correlation coefficients and regression analyses (Hair et al., 2018), to determine the strength and direction of relationships between variables. This methodological approach, grounded in the positivist paradigm, aimed to establish objective, empirical relationships and assess their statistical significance in relation to the study's specific objectives and research questions.

The main locale of the study was Bunga Elementary School in the Division of Baybay City. The respondents of the study were the 1 School Head, 16 teachers and 100 learners. The information for the analysis was gathered using distinct survey instruments: one to gauge school heads' levels of transformational, transactional, and laissez-faire leadership styles; another to assess teachers' performance through the IPCRF; and a third to validate learners' performance using SF 10. The assessment of the school heads' leadership styles by teachers was conducted through the use of the Multifactor Leadership Questionnaire (MLQ) developed by Avolio & Bass in 1991. The survey consisted of 21 items with a 4-point Likert scale, asking participants to rate their principals' leadership styles under three categories: transformational, transactional, and laissez-faire. The scale ranged from 4 (frequently), 3 (often), 2 (occasionally), and 1 (never). The second tool used was the Individual Performance Commitment and Review Form (IPCRF) for teachers, which served to validate the performance of elementary school teachers. The third tool utilized was the SF 10 of the Grade 5 learners to support the analysis of learner performance outcomes.. The proposed Intervention Plan was taken based on the findings of the study.

Sampling The respondents of the study were the 16 teachers and 60 earners that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. In order to gather the necessary data within one month (30 days), the researcher sought permission from the Schools Division Office headed by the Schools Division Superintendent through a Transmittal Letter. The same letter content was provided to the Public-School District Supervisor, School Principal, and the teachers responsible for the identified respondents.

The researcher distributed the survey questionnaires to the School Heads, which were answered by the teachers. The teachers gathered performance data based on the Individual Performance Commitment and Review Form (IPCRF) covering School Year 2023–2024, as well as the grades of the Grade 5 learners from the SF 10 for School Year 2024–2025. After one month, the completed questionnaires were retrieved and consolidated, then subjected to statistical

treatment using Pearson's r. The collected data were collated and submitted for appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers were done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

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

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

The Simple Percentage and weighted mean was employed to determine the Leadership Styles Of School Head On The Context Of MATATAG Curriculum Implementation And Its Effects On The Teachers Competency Level And Learners Performance.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Leadership Styles Of School Head On The Context Of MATATAG Curriculum Implementation And Its Effects On The Teachers Competency Level And Learners Performance.

III. Results and Discussion

Table 1
Extent Of Leadership Styles

A.	Transformational Leadership	Weighted Mean	Interpretation
1	The school head inspires teachers to commit to shared educational goals.	4.00	Very High
2	Encourages innovation and creativity in teaching practices.	3.41	Very High
3	Leads by example in maintaining professional integrity and enthusiasm.	3.70	Very High
4	Fosters a collaborative school culture.	3.55	Very High
5	Recognizes and celebrates the achievements of teachers and students.	4.00	Very High
6	Supports teachers in their professional growth and development.	4.00	Very High
7	Encourages open communication and feedback from staff.	4.00	Very High
	Mean	3.81	Very High
B	Transactional Leadership		
1	Clearly communicates expectations and responsibilities to teachers.	4.00	Very High
2	Uses rewards and recognition based on teacher performance.	4.00	Very High
3	Monitors teacher performance based on set goals.	4.00	Very High
4	Provides corrective feedback when performance standards are not met.	4.00	Very High
5	Uses data to inform instructional decisions and strategies.	4.00	Very High

6	Holds staff accountable for following school policies.	4.00	Very High
7	Implements structured supervision plans and schedules.	4.00	Very High
	Mean	4.00	Very High
C	LAISSEZ-FAIRE LEADERSHIP		
1	Allows staff to make decisions without much guidance.	2.00	Low
2	Rarely intervenes in instructional issues unless necessary.	2.40	Low
3	Gives staff freedom in managing their classrooms and teaching styles.	2.40	Low
4	Often delegates leadership responsibilities to staff.	2.00	Low
5	Avoids micromanaging instructional activities.	2.00	Low
6	Rarely enforces consequences for underperformance.	2.00	Low
	Mean	2.13	Low
	Weighted Mean	3.31	Very High

Legend: 3.26- 4.00 – Very High
2.51-3.25 – High
1.76- 2.50- Low
1.00-1.75- Very Low

This table presents the Extent of Leadership Styles, which examines how frequently school heads demonstrate specific leadership behaviors across three dimensions—transformational, transactional, and laissez-faire leadership—as perceived by their teaching staff. Each leadership style was rated using a Likert scale, and the resulting weighted means were interpreted to determine the degree of manifestation of each leadership type within the school environment.

The data show that transformational leadership was rated with a weighted mean of 3.81, indicating a Very High extent. This suggests that school heads consistently inspire teachers toward shared goals, support professional growth, promote open communication, and celebrate achievements. Meanwhile, transactional leadership received an even higher weighted mean of 4.00, also interpreted as Very High, reflecting that school heads are clear in expectations, reward performance, hold teachers accountable, and implement structured systems of supervision. In contrast, laissez-faire leadership had a weighted mean of 2.13, interpreted as Low, indicating that school heads rarely relinquish control or avoid intervention, showing limited use of this passive leadership style.

The implication of these results, based on the overall weighted mean of 3.31 (Very High), is that school heads predominantly utilize transformational and transactional leadership practices, while minimizing the application of laissez-faire strategies. The result implies that teachers are guided and supported by leaders who actively engage in instructional improvement and professional accountability. Such practices likely foster a productive, motivated, and performance-driven school culture that contributes to enhanced teacher effectiveness and student learning outcomes.

Table 2
Performance Rating of the Teachers

A.	Performance Indicators	Weighted Mean	Interpretation
1	Content Knowledge and Pedagogy	4.70	Outstanding
2	Learning Environment and Diversity of Learners	4.72	Outstanding
3	Curriculum and Planning, Reporting and Assessment	4.65	Outstanding
4	Community Linkages & Professional Engagement	4.65	Outstanding
5	Professional Growth and Development	4.72	Outstanding
	AVERAGE	4.69	Outstanding

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

This table presents the Performance Rating of the Teachers, which illustrates the teachers' overall performance as evaluated across five key performance indicators. These indicators reflect essential teaching competencies such as content knowledge, pedagogical practices, management of learning environments, curriculum planning, community engagement, and professional growth. Each component was assessed using a Likert scale, and the weighted mean of each was interpreted based on standardized performance rating criteria.

The data reveal that all five indicators were rated as Outstanding, with weighted means ranging from 4.65 to 4.72. The highest ratings were observed in Learning Environment and Diversity of Learners and Professional Growth and Development (both at 4.72), indicating strong teacher effectiveness in creating inclusive, supportive classrooms and their commitment to continuous improvement. Content Knowledge and Pedagogy also received a high score (4.70), suggesting mastery of subject matter and instructional delivery. The indicators Curriculum and Planning, Reporting and Assessment and Community Linkages & Professional Engagement were both rated 4.65, also within the outstanding range, showing well-rounded teaching competence beyond classroom instruction.

The implications of these results, based on the overall average rating of 4.69, are highly positive. The result implies that teachers demonstrate exceptional professional performance across all evaluated areas. This consistency in outstanding ratings indicates not only individual teacher competence but also reflects a supportive institutional environment that promotes high teaching standards and professional development. These outcomes suggest that the current instructional and supervisory systems in place are effectively enabling teachers to excel in their roles.

Table 3
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	18	23
4	Very Satisfactory	85-89	21	27
3	Satisfactory	80-84	30	38
2	Fairly Satisfactory	75-79	9	12
1	Did Not Meet Expectations	Below 75	0	0
	Total		78	100
	Average		87.95	Very Satisfactory

This table presents the Academic Performance of Learners, which outlines the distribution of learners' academic achievements based on a five-point performance scale. The scale categorizes learners' performance from "Did Not Meet Expectations" to "Outstanding" using their final grades as a benchmark. The table includes the frequency and percentage of learners who fall within each rating category and concludes with the computed average grade of the group and its corresponding interpretation.

As seen in the table, a majority of learners performed well. Specifically, 30 learners (38%) received a "Satisfactory" rating (80–84), while 21 learners (27%) attained a "Very Satisfactory" rating (85–89), and 18 learners (23%) achieved an "Outstanding" rating (90–100). Additionally, 9 learners (12%) earned a "Fairly Satisfactory" mark (75–79). Notably, no learner fell under the "Did Not Meet Expectations" category, which corresponds to a grade below 75. These results indicate that all learners met or exceeded the minimum academic expectations.

The implication of the findings, with an overall average rating of 87.95 interpreted as Very Satisfactory, is encouraging. The result implies that most learners are performing above the satisfactory level, with a significant portion showing excellent academic proficiency. The absence of students in the lowest category also suggests effective instructional practices, adequate academic support, and possibly a learning environment that encourages achievement. The data reflect positively on both teacher performance and learner engagement.

Table 4
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Supervisory Leadership Style and IPCRF of Teachers	0.57	2.931	1.667	Reject Ho	Significant Relationship (Moderate)
IPCRF of Teachers and Academic Performance of Learners	0.59	2.664	1.721	Reject Ho	Significant Relationship (Moderate)

This table presents the Test of Relationship, which investigates the degree of correlation between two sets of variables: first, the relationship between Supervisory Leadership Style and the IPCRF (Individual Performance Commitment and Review Form) of Teachers, and second, the relationship between IPCRF of Teachers and the Academic Performance of Learners. Using Pearson's r correlation coefficient and corresponding t-tests, the table shows whether the relationships are statistically significant at the 0.05 level of significance.

The first correlation analysis between supervisory leadership style and teacher performance (as measured by IPCRF) yielded a correlation coefficient of 0.57 and a computed t-value of 2.931, which exceeded the table value of 1.667. This led to the rejection of the null hypothesis, indicating a moderate and statistically significant relationship between the leadership styles of school heads and the performance of teachers. This means that the way school heads lead — whether transformational, transactional, or laissez-faire — has a moderate but meaningful influence on how teachers perform.

The second correlation analysis examined the link between the IPCRF ratings of teachers and their learners' academic performance. This yielded a correlation coefficient of 0.59 and a computed t-value of 2.664, surpassing the table value of 1.721. Again, the null hypothesis was rejected, establishing a moderate significant relationship between teacher performance and student academic achievement. In essence, the better the performance of the teacher, as evaluated by the IPCRF, the more likely students are to perform well academically.

The result implies that school leadership styles moderately affect teacher performance, which in turn moderately influences learner academic outcomes. Both correlations — 0.57 and 0.59 respectively — reinforce the interconnected nature of leadership, teaching effectiveness, and student achievement. These findings support the idea that improving supervisory practices and enhancing teacher capacity through proper leadership directly contribute to higher student success rates. Thus, cultivating strong leadership and performance management systems can significantly benefit the educational ecosystem

IV. Conclusion

Based on the results of this study, the Test of Relationship presented investigated the correlation between Supervisory Leadership Style and Teachers' IPCRF, and between IPCRF ratings and Learners' Academic Performance. The findings revealed that both relationships were statistically significant and moderate in strength, indicating that the leadership style of school heads influences teacher performance, and in turn, teacher performance impacts student achievement. The result implies that improving school heads' supervisory leadership practices contributes to better teaching outcomes, which subsequently enhance learners' academic performance. These findings underscore the interconnected roles of leadership, instruction, and learning, affirming that strengthening school leadership and teacher evaluation systems is essential in fostering a high-performing school environment.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed to the ff:

1. The teachers should actively engage with their school heads' leadership styles by embracing guidance and feedback, continuously improving their instructional methods to enhance their performance as reflected in the IPCRF, thereby positively affecting learner outcomes.

2. The school heads should adopt and consistently apply effective leadership styles, particularly transformational and transactional approaches, to provide clear direction, support, and motivation for teachers in implementing the MATATAG curriculum and improving instructional quality.

3. The Public Schools District Supervisors should regularly monitor and support school heads' leadership development through training programs focused on effective supervisory and leadership practices that align with curriculum goals and teacher performance improvement.

4. The parents should foster open communication with teachers and school leaders, actively participate in school activities, and support their children's learning to reinforce the positive impact of leadership and teaching on academic achievement.

5. The researcher should disseminate the study findings to relevant stakeholders and use the insights to recommend policies or programs aimed at strengthening leadership practices and teacher performance in public schools.

6. Future researchers should explore additional variables that may affect the relationship between school leadership styles, teacher performance, and learner achievement, possibly incorporating longitudinal designs or qualitative approaches to deepen understanding in various educational contexts.

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AUTHOR'S PROFILE

CARYL VIM S. CERNA

The author was born on February 10, 1996, in Baybay City, Leyte, Philippines. She completed her bachelor's degree in Elementary Education at Visayas State University – Main Campus. During her college years, she served as a leader and officer in various student organizations. These leadership experiences sparked her interest in educational leadership and inspired her to specialize in Administration and Supervision for her graduate studies.

She is currently pursuing her Master of Arts in Education, major in Administration and Supervision, at Western Leyte College of Ormoc City.

Presently, she holds the position of Teacher III under the Department of Education and teaches Grade V – Malikhain in the Special Program for the Arts (SPA), with a primary focus on Visual Arts, at Bunga Elementary School in Barangay Bunga, Baybay City, Leyte.

She also serves as the school's Reading Coordinator and passionately integrates the arts into her teaching to foster creativity and engagement among her learners. Beyond the classroom, she has a deep passion for collecting cute items and crafting charming artworks, which she shares and sells through her art brand, Vimpire Studio.

She firmly believes that teaching is the supreme art of the teacher—to awaken joy in creative expression and knowledge—a belief that continues to guide both her educational and artistic journey.