

Educational Leadership Styles as Correlates of Teacher Performance and Motivation

MANDIE S. ESTRADA

ORCID # 0009-0000-6833-1787

University of Perpetual Help System-DALTA, Las Piñas City, Philippines

DR. JOSEPHINE P. DASIG

ORCID # 0009-0001-5280-7242

University of Perpetual Help System-DALTA, Las Piñas City, Philippines

Abstract — This study examined the relationship between eight educational leadership styles (visionary, instructional, participative, authoritarian, transactional, servant, laissez-faire, and distributed) and teacher motivation and performance in Las Piñas City's secondary public senior high schools. Using a descriptive correlational design, data from 200 teachers and 40 school leaders, gathered through survey questionnaires, were analyzed using weighted means, frequency distributions, Pearson correlations, and linear regression. Results showed that instructional, participative, and visionary leadership styles were most effective in enhancing intrinsic motivation and improving teacher performance. Instructional leadership had a significant positive correlation with intrinsic motivation, while participative leadership showed an even stronger correlation. Visionary leadership correlated highly, highlighting importance of a shared vision. Conversely, authoritarian and laissez-faire styles were less effective; laissez-faire, while showing a moderate correlation with intrinsic motivation, lacked the structure for optimal effectiveness, and authoritarian leadership showed weak correlations. Regression analysis confirmed instructional leadership as a key predictor of intrinsic motivation, and visionary leadership as a significant predictor of extrinsic motivation. Servant and distributed leadership positively contributed to teacher well-being and professional growth. Overall, all leadership styles were perceived as effective, but visionary and participative leadership excelled in fostering collaboration and motivation. Teacher performance ratings were generally high, with intrinsic motivation a stronger driver of performance than extrinsic motivation. The study found a strong correlation between leadership style and teacher performance, especially for visionary, instructional, and distributed leadership approaches. The study concluded with the development of the Estrada Educational Leadership Framework (EELF), integrating instructional, visionary, participative, and balanced laissez-faire elements to cultivate a high-performing and motivated teaching workforce through structured support, motivation, autonomy, and well-being.

Keywords — *Educational Leadership Styles, Performance, Motivation, School Leader*

I. Introduction

The success and growth of schools are heavily influenced by diverse leadership styles, particularly in the context of aligning educational practices with the United Nations' Sustainable Development Goals (SDGs) for 2030. Effective leadership is crucial in fostering a positive school culture that impacts student learning and academic achievement. A collaborative leadership

approach that values teacher participation is essential, especially as teachers face challenges implementing educational reforms often made without their input.

In the Philippines, the educational system struggles with issues of quality and relevance, often compromising standards for economic reasons. The qualifications and number of school leaders and teachers must be prioritized to deliver quality education. School leaders play a vital role in motivating teachers, as teacher engagement directly affects student outcomes. Creating a supportive environment, recognizing contributions, and providing professional development are key strategies for effective leadership.

Research consistently highlights a strong connection between the leadership styles of school administrators and the job satisfaction of their teachers. Leadership that emphasizes motivation and fosters a nurturing, inclusive environment contributes to a positive school climate. This relationship is reinforced by Republic Act No. 9155 in the Philippines, which designates school heads as key educational leaders responsible for promoting equitable access to quality education and encouraging innovative teaching practices to improve student outcomes. The law positions effective leadership as essential to driving educational improvement and fostering a supportive learning atmosphere. While many schools succeed in offering professional development and maintaining open lines of communication with staff, a lack of recognition for outstanding teacher performance can lower morale. Additionally, poor communication may lead to internal conflicts, which can adversely affect student learning experiences. The researcher aims to examine the relationship between the educational leadership styles of school heads, head teachers, and master teachers and their impact on teacher performance and motivation. This study seeks to inform the development of a new school management framework that enhances educational outcomes.

The Theoretical Framework was illustrated as follows:

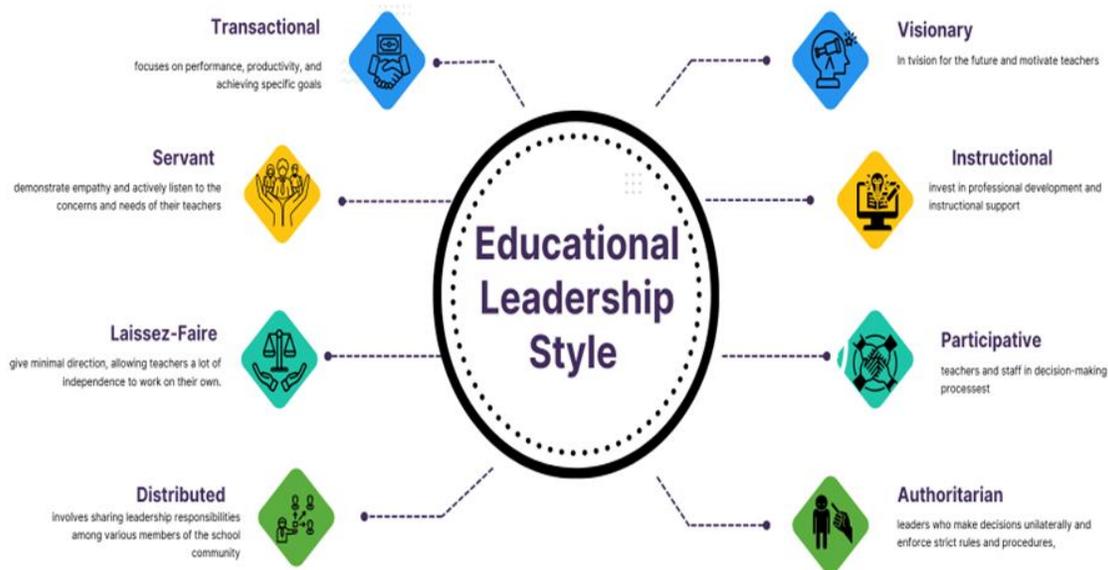


Figure 1. Theoretical Framework of Educational Leadership Style

This study uses several leadership and motivation theories to explain how different leadership styles affect teacher performance and motivation.. These theories, including Visionary, Instructional, Participative, Authoritarian, Transactional, Servant, Laissez-Faire, and Distributed Leadership Style, these styles were chosen based on their prevalence in educational settings in the Philippines, their relevance to recent literature, and their distinct impact on teacher performance and motivation

Visionary Leadership involves leaders who articulate a clear, inspiring vision for the future and motivate teachers to achieve long-term goals. This leadership style is characterized by innovation and transformational change within the school. Recent literature, such as the study by Lopez and Garcia (2020), indicates that visionary leaders in Philippine schools significantly enhance teacher motivation by providing a sense of purpose and direction. Teachers feel more committed and engaged when they understand the larger goals they are working towards. Additionally, Hernandez and Santos (2021) highlight that visionary leadership fosters a culture of continuous improvement and innovation, leading to higher teacher performance and student achievement. Visionary leaders also tend to create a positive school climate by aligning the school's mission with the teachers' personal values and aspirations, thus driving intrinsic motivation and sustained engagement.

Instructional Leadership prioritizes improving teaching and learning practices, with a focus on curriculum development, teacher training, and instructional quality. Brown and Green (2020) emphasize that instructional leaders who invest in professional development and instructional support significantly enhance teacher performance. When teachers receive ongoing training and resources, they feel more competent and motivated. Furthermore, a study by Taylor and Francis (2021) indicates that instructional leadership positively impacts student outcomes by directly influencing the quality of teaching. As a result, teachers find motivation through the visible results of their efforts. Instructional leaders also foster a culture of continuous learning among teachers, encouraging them to adopt innovative teaching methods and stay updated with educational advancements. This commitment enhances their professional growth and job satisfaction

Participative Leadership involves leaders who actively include teachers and staff in decision-making processes, encouraging collaboration and valuing input from the school community. Harris and Jones (2019) found that this leadership style increases teacher satisfaction and motivation by giving teachers a sense of ownership and involvement in school decisions, fostering commitment. Recent findings by Woods and Roberts (2021) also suggest that participative leadership enhances teamwork and collaboration among teachers, ultimately improving overall school performance and creating a more supportive work environment. Participative leaders further empower teachers by delegating responsibilities and recognizing their contributions, which can lead to increased self-efficacy and a stronger commitment to the school's goals.

Authoritarian Leadership involves leaders who make decisions unilaterally and enforce strict rules and procedures, maintaining tight control over school operations. According to Martinez and Guzman (2019), while authoritarian leadership creates a disciplined environment, it often leads to decreased teacher morale and motivation. Teachers may feel restricted and undervalued, negatively impacting their performance. Additionally, Perez and Santos (2020) associate authoritarian leadership with higher levels of stress and job dissatisfaction among teachers, as the lack of autonomy and flexibility stifles creativity and innovation. However, in certain contexts—such as managing underperforming schools or dealing with crises—authoritarian leadership can provide the necessary structure and stability to achieve immediate results.

Transactional Leadership focuses on performance, productivity, and achieving specific goals through a system of rewards and punishments. According to Lee et al. (2019), transactional leadership improves short-term performance by setting clear expectations and rewarding compliance. While transactional leadership ensures compliance, Khan and Ahmed (2020) suggest it may not promote long-term motivation or creativity, potentially hindering intrinsic motivation and professional growth. Despite its limitations, transactional leadership can be effective in achieving specific, measurable objectives and maintaining order and consistency within the school.

Servant Leadership Theory, As Van Dierendonck and Patterson highlighted in 2021, servant leadership is experiencing a resurgence of interest in educational settings. Servant leadership prioritizes the needs of teachers, fostering a supportive and trusting environment. Servant leaders demonstrate empathy and actively listen to the concerns and needs of their teachers. This empathetic approach helps forge strong connections and nurtures a supportive school culture. They are dedicated to the personal and professional growth of their staff, offering opportunities for teachers to improve their skills and knowledge, thus enhancing their teaching practices. Servant leaders focus on building a strong sense of community within the school. They achieve this by emphasizing collaboration and mutual respect among staff, creating an environment where teachers feel valued and intrinsically motivated to contribute to the school's overall success. This collaborative approach fosters a supportive and empowering atmosphere, encouraging teachers to actively participate in decision-making processes and feel a genuine sense of ownership and belonging within the school community. The result is a more engaged and motivated teaching staff, ultimately leading to improved student outcomes.

Laissez-Faire Leadership, leaders give minimal direction, allowing teachers a lot of independence to work on their own. According to Kim and Kim (2019), this style can boost job satisfaction for teachers who cherish independence and self-direction. However, the downside is that the absence of clear guidance can lead to inconsistent performance and a lack of a unified vision. Research by Smith and Brown (2021) revealed that while some teachers excel under laissez-faire leadership, others may struggle due to the lack of support and structure, affecting their motivation and effectiveness. This leadership approach is especially effective with highly skilled

and experienced teachers who thrive with little supervision and prefer having autonomy in their work.

Distributed Leadership Theory, Harris (2020) describes distributed leadership as the sharing of leadership responsibilities among multiple members of the school community. Current research strongly supports the benefits of this approach in educational settings, highlighting its potential to foster collaboration, empower teachers, and improve overall school effectiveness. This model moves away from a hierarchical structure, instead promoting a more collaborative and participatory approach to leadership where decision-making is shared and responsibilities are distributed amongst various stakeholders, fostering a more dynamic and responsive school environment. Sharing leadership roles through teacher involvement in decision-making fosters ownership of school goals and provides opportunities for professional growth and leadership skill development. This approach encourages collaboration and mutual support, leading to improved teaching practices and student outcomes.

LITERATURE REVIEW

This section highlights theories, concepts, and prior research that support the current study. It emphasizes how various educational leadership styles influence teacher motivation and performance. By understanding the role of both internal and external motivators, school leaders can create an environment that fosters teacher growth and satisfaction.

Visionary leadership in education focuses on establishing a clear and inspiring direction for the future, encouraging teachers to embrace innovation and new teaching methodologies. This leadership style has been shown to enhance teacher motivation and performance by providing a shared purpose and direction (Smith & Adams, 2020; Johnson, 2021). Visionary leaders utilize effective communication and strong interpersonal skills to build trust, which empowers teachers to take creative risks in their practices (Lee et al., 2019; Brown, 2020). Furthermore, involving teachers in decision-making processes promotes a sense of ownership and commitment, leading to improved student achievement through the application of innovative instructional strategies (Davis, 2019; Garcia & Martinez, 2019). Active support for teachers, including identifying their needs and providing relevant training, fosters a culture of continuous development and improvement (Anderson, 2021; Roberts, 2020). Instructional leadership complements this approach by focusing on the direct improvement of teaching and learning practices, offering consistent guidance, and emphasizing professional development through workshops and coaching (Martin et al., 2019; Hernandez, 2021).

Participative leadership further enhances teacher motivation and job satisfaction by engaging educators in decision-making and valuing their expertise (Smith et al., 2019; Johnson, 2020). This style fosters a positive and inclusive school culture that prioritizes teacher well-being (Harris, 2019; Robinson, 2020). In contrast, authoritarian leadership emphasizes control and compliance, which may suppress teacher autonomy and creativity, leading to low morale (Smith,

2019; Johnson, 2020). Transactional leadership relies on rewards and punishments to drive performance but may not foster intrinsic motivation (Smith & Johnson, 2019; Parker & Evans, 2020). Conversely, servant leadership centers on meeting teachers' emotional and professional needs, resulting in high satisfaction and reduced burnout (Van Dierendonck & Patterson, 2021; Black, 2020). Laissez-faire leadership offers high autonomy but can lead to uncertainty and fragmented school culture if guidance is insufficient (Smith, 2019; Parker, 2020). Distributed leadership, on the other hand, involves sharing responsibilities among educators, enhancing motivation and accountability while fostering professional growth (Harris, 2020; Muijs & Harris, 2020). Through these various leadership styles, the emphasis on collaboration, communication, and professional development is crucial for creating a supportive and effective educational environment.

STATEMENT OF THE PROBLEM

This study examined how the educational leadership styles of school leaders correlated with their teachers' teaching performance and motivation for the school year 2023-2024. Specifically, it seeks to answer the following questions:

1. What is the level of the educational leadership as assessed by the two groups of respondents with respect to:
 - 1.1. Visionary Leadership;
 - 1.2. Instructional Leadership;
 - 1.3. Participative Leadership;
 - 1.4. Authoritarian Leadership;
 - 1.5. Transactional Leadership;
 - 1.6. Servant Leadership;
 - 1.7. Laissez-Faire Leadership; and
 - 1.8. Distributed Leadership?
2. What is the performance of teachers based on their IPCRF for school year 2023-2024?
3. What is the level of motivation of teachers in teaching as assessed by the two groups of respondents with respect to:
 - 3.1. intrinsic; and
 - 3.2. extrinsic?

4. Is there a significant difference in the level of educational leadership as assessed by the respondents?
5. Is there a significant difference in the assessments of the respondents on the extent of motivation of teachers?
6. Is there a significant relationship between the educational leadership styles teachers' performance?
7. Is there a significant relationship between the educational leadership styles of the school leaders to the teachers' motivation?
8. What educational leadership framework may be proposed based on the findings of the study?

II. Methodology

This chapter outlines the research methodology employed in the study, detailing the research design, population and sampling techniques, respondent demographics, instrumentation, validation and reliability testing of instruments, data collection procedures, and statistical analysis methods used to derive results. The researcher used a descriptive correlational research design, aiming to systematically describe the educational leadership styles of school heads, head teachers, and master teachers, and their effects on teacher performance and motivation through a survey questionnaire. The study involved a total of 417 participants, including 363 teachers and 54 school leaders from senior high schools in Las Piñas City, selected using stratified and simple random sampling techniques to ensure representativeness and minimize bias. The study utilized a researcher-made questionnaire, divided into sections assessing leadership styles, teacher performance based on the Individual Performance Commitment and Review Form (IPCRF), and teacher motivation, measured using a four-point Likert scale. Validation involved input from expert reviewers, and a pilot test confirmed the questionnaire's reliability with a Cronbach's Alpha of 0.70 or higher. Data collection required permissions from school authorities and was conducted over three weeks, ensuring confidentiality and minimal disruption to regular school activities. Statistical analysis included weighted means, frequency distributions, and Pearson correlation to assess relationships between leadership styles, teacher motivation, and performance outcomes.

III. Results and Discussion

This dissertation presents a thorough analysis of the study's key findings on how different educational leadership styles affect teacher performance and motivation. It integrates the research results, emphasizing the strong connections between various leadership approaches and teacher effectiveness. Based on the data analysis, the study offers practical suggestions for school leaders

and teachers to improve leadership strategies, cultivate a more motivated and high-achieving teaching staff, and ultimately enhance overall educational outcomes.

1. The study evaluated various leadership styles based on mean score ratings, all interpreted as High. Visionary Leadership was noted for effectively setting a clear vision and motivating staff, fostering creativity and shared commitment. Instructional Leadership received praise for prioritizing professional development and engaging in curriculum development while providing constructive feedback. Similarly, Participative Leadership was recognized for involving teachers in decision-making, promoting open communication, and valuing their input. Authoritarian Leadership was effective in enforcing discipline and decision-making, though it limited teacher autonomy. Transactional Leadership was seen as successful in achieving short-term goals through clear objectives and performance-based incentives, but less effective in fostering long-term intrinsic motivation. Servant Leadership excelled in prioritizing teacher well-being and professional growth, creating a supportive environment that enhanced motivation and job satisfaction. Laissez-Faire Leadership provided teachers with autonomy, but minimal guidance led to inconsistent performance. Lastly, Distributed Leadership was commended for promoting collaboration and shared responsibilities, empowering teachers and fostering a culture of collective responsibility.
2. The performance of teachers for the school year 2023-2024, as indicated by their Individual Performance Commitment and Review Form (IPCRF) ratings, reveals that the majority received a "Very Satisfactory" rating, with some achieving an "Outstanding" rating. Only a small percentage were rated as "Satisfactory," suggesting that a significant number of teachers are performing at a high level. The high prevalence of "Very Satisfactory" and "Outstanding" ratings reflects positively on their overall performance and their ability to meet educational expectations.
3. The level of motivation among teachers regarding intrinsic and extrinsic factors was assessed, with both areas receiving a High mean rating. Intrinsic Motivation was highlighted as a strong driving force for teachers, who derive great satisfaction from witnessing their students' learning and growth, experiencing personal achievement, and feeling passionate about positively impacting their students' lives. In terms of Extrinsic Motivation, teachers also expressed a high value for external rewards, particularly the recognition and acknowledgment of their accomplishments. However, aspects related to financial rewards and opportunities for career advancement were rated somewhat lower, indicating that while external recognition is important, it may not be as motivating as intrinsic factors.
4. The assessment of various educational leadership styles by respondents revealed significant differences for most styles, including Visionary, Instructional, Participative, Transactional, Servant, Laissez-Faire, and Distributed Leadership, all of which yielded

statistically significant results. However, Authoritarian Leadership did not exhibit a significant difference in assessments, indicating that respondents have varied perceptions and evaluations of the other leadership styles. This variation suggests that the effectiveness and impact of these leadership approaches are viewed distinctly by the respondents, highlighting the importance of understanding these differing perceptions in the context of educational leadership.

5. The study identified significant differences in how teachers and school leaders viewed intrinsic and extrinsic motivation, with the results being statistically significant. This indicates that respondents were able to clearly differentiate between the two types of motivation, suggesting that both intrinsic and extrinsic factors play a strong role in shaping their perceptions of motivation within the educational context. The findings emphasize the importance of recognizing and addressing both motivational aspects to effectively influence and enhance teacher engagement and performance.
6. The study revealed a significant positive correlation between all assessed educational leadership styles and teacher performance, indicating that effective leadership positively influences teachers' effectiveness in their roles. Among the various styles, Visionary, Instructional, and Distributed Leadership exhibited the strongest positive relationships with teacher performance, suggesting that these leadership approaches are particularly impactful in enhancing teachers' effectiveness and overall performance in educational settings.
7. The study highlighted that educational leadership styles have a significant impact on both intrinsic and extrinsic teacher motivation. Visionary leadership was found to have the strongest positive correlation with intrinsic motivation, indicating that teachers who perceive this style feel more personally invested and satisfied in their work. Instructional and participative leadership also positively influenced intrinsic motivation. Additionally, visionary leadership was most strongly associated with extrinsic motivation, followed by instructional leadership, with all these correlations being statistically significant ($p < 0.05$). This underscores the importance of effective leadership in enhancing teachers' motivation across both intrinsic and extrinsic dimensions.
8. The findings of this study indicate that various educational leadership styles significantly impact teacher performance and motivation. Visionary Leadership and Instructional Leadership emerged as the most influential, demonstrating the strongest positive effects on both teacher performance and intrinsic motivation. Servant Leadership and Distributed Leadership also contributed positively to teacher outcomes, albeit to a slightly lesser extent. Participative Leadership was noted for its effectiveness in creating a collaborative environment that enhances both performance and motivation among teachers. In contrast, more directive styles, such as Authoritarian and Transactional Leadership, while still showing positive impacts, were less effective in fostering long-term motivation and

engagement. The statistical analysis reinforced these relationships, highlighting the notable influence of Visionary and Instructional Leadership on teacher outcomes.

9. The study revealed that educational leadership across all styles was generally perceived as High, with scores exceeding the midpoint of the scale. Visionary and Participative Leadership were particularly effective in fostering alignment and collaboration, while Authoritarian and Transactional Leadership, despite being effective, had a lesser impact on teacher autonomy and long-term motivation. Servant and Distributed Leadership emerged as successful in enhancing teacher well-being and professional growth, contributing positively to school culture. The majority of teachers performed well, with a high percentage receiving "Very Satisfactory" and "Outstanding" ratings, although a small percentage rated "Satisfactory" indicates potential areas for improvement. Teachers exhibited strong motivation, with a greater emphasis on intrinsic factors like personal fulfillment, though extrinsic factors also played a significant role. The analysis highlighted significant differences in how respondents assessed various leadership styles, indicating varying perceptions of effectiveness in their respective school contexts. Additionally, both intrinsic and extrinsic motivations were valued differently, with intrinsic motivation related to personal satisfaction and extrinsic motivation linked to external rewards. The study confirmed a significant relationship between educational leadership styles and teacher performance, with Visionary, Instructional, and Distributed Leadership showing the strongest correlations. Ultimately, Visionary and Instructional Leadership were identified as the most effective in enhancing intrinsic motivation and performance, while Servant and Distributed Leadership foster supportive environments. The findings suggest that a combination of Visionary, Instructional, and Servant Leadership styles would be most beneficial for cultivating a motivated and high-performing teaching workforce.
10. The study highlights the importance of school leaders clearly articulating the school's vision and aligning it with overarching educational objectives, as exemplified in visionary and participative leadership styles. Emphasizing instructional leadership, it underscores the need to strengthen professional development and promote collaboration among educators to support ongoing improvement. Effective leadership, the study suggests, involves balancing structured guidance with teacher autonomy—drawing elements from both authoritarian and laissez-faire models—while combining intrinsic and transactional motivators to sustain teacher engagement. The researcher recommends regular professional development programs aimed at enhancing teaching practices, especially for those rated as "Satisfactory," and acknowledges the importance of recognizing high-performing teachers to foster a culture of excellence. Additionally, cultivating a work environment that values both intrinsic rewards and external incentives—such as recognition and opportunities for career advancement—is essential for maintaining a motivated teaching workforce. School leaders are urged to assess how different leadership styles influence school culture, teacher performance, and student achievement, and to participate in customized leadership

training. Emphasizing visionary, instructional, and distributed leadership, along with servant and participative approaches, can significantly enhance teacher engagement, performance, and well-being. The study also encourages further research into the complex effects of leadership styles on teacher motivation and performance and advocates for policymakers to prioritize development initiatives in this area. Before submission to the division office, the study will undergo review at the school level, with the intention of securing funding to support a seminar on effective leadership aimed at improving student outcomes.

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