



INFLUENCE OF LEADERSHIP STYLES ON TEACHER MORALE, WELL-BEING, AND PROFESSIONAL DEVELOPMENT

JIMBOY A. LIMPIADA

University of Perpetual Help System-DALTA

Las Piñas City

jimboy.limpiada@deped.gov.ph

ABSTRACT

This study explored the relationship between school heads' leadership styles and teacher morale among public secondary school teachers in Santa Cruz, Marinduque. Using a quantitative descriptive–correlational design, data were gathered from 98 licensed teachers across seven public secondary schools through a structured survey assessing perceived leadership styles and teacher morale.

Findings revealed that transformational leadership was the most commonly perceived leadership style, followed by transactional and laissez-faire approaches. Overall, teacher morale was found to be high, with motivation rated very high, while job satisfaction and workplace well-being were both at high levels. Significant differences in selected dimensions of teacher morale were noted when respondents were grouped according to age, sex, and teaching position.

Further analysis showed that leadership styles were significantly related to motivation, job satisfaction, and overall teacher morale, although no significant relationship was found with workplace well-being when analyzed categorically. Correlational results indicated that leadership had the strongest association with job satisfaction, followed by workplace well-being and motivation. Among the leadership styles, transformational leadership emerged as the most strongly associated with higher levels of teacher morale.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Based on these findings, the study proposes strategies aligned with the Philippine Professional Standards for School Heads (PPSSH), focusing on strengthening participative leadership practices, maintaining a balance between accountability and recognition, minimizing laissez-faire tendencies, and promoting teacher well-being.

Keywords: *leadership styles; transformational leadership; teacher morale; job satisfaction; workplace well-being*

INTRODUCTION

Effective school leadership has consistently been recognized as a major condition for sustaining teachers' professional commitment and strengthening the organizational climate in which teaching and learning take place. In secondary schools, teachers work within demanding instructional contexts shaped by complex curricula, large and diverse classes, accountability expectations, and extensive administrative requirements. These conditions make leadership practices highly consequential: when school heads provide clear direction, fair support systems, and meaningful opportunities for teacher participation, teachers are more likely to experience stronger motivation, more positive professional attitudes, and greater capacity to remain engaged in their work (Leithwood et al., 2020; OECD, 2020). Conversely, persistent work strain and low levels of perceived organizational support are associated with poorer staff well-being and increased intentions to leave, underscoring the importance of leadership that actively protects teachers' psychological resources (Education Support, 2021; Dreer, 2023).

In this study, teacher morale refers to several factors, including teachers' enthusiasm for their work, their sense of fulfillment and satisfaction in the profession, and their ability to stay engaged even when work is challenging. Recent research shows that morale is closely tied to teachers' mental health and to how they view their work environment, especially whether it helps them meet both professional and personal needs (Pressley et al., 2023).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Teacher well-being is also closely related to morale and is now seen as essential for keeping teachers in the profession, building strong teacher–student relationships, and supporting effective teaching (Dreer, 2023). Professional development is another key part of teacher growth and school improvement, especially when schools encourage a culture of learning and provide teachers with feedback, collaboration opportunities, and leadership support for professional learning (OECD, 2020).

Leadership influences these outcomes through distinct patterns of practice commonly described as leadership “styles.” Transformational leadership emphasizes vision, professional modeling, and individualized consideration; participatory or democratic leadership emphasizes teacher voice, shared decision-making, and collegial trust; transactional leadership emphasizes performance monitoring and contingent rewards; and laissez-faire leadership reflects minimal guidance and delayed or absent support. Recent evidence indicates that transformational and participatory leadership approaches are generally associated with stronger staff motivation and more positive school culture, whereas disengaged or hands-off leadership patterns are linked to a weaker professional climate and poorer staff outcomes (Wilson Heenan et al., 2023). The Job Demands–Resources (JD–R) theory provided a useful lens for interpreting these relationships. JD–R theory explains how demanding work conditions (e.g., workload, time pressure, emotional demands) can lead to strain when resources are inadequate, while supportive resources (e.g., autonomy, recognition, feedback, and supportive supervision) can buffer demands and strengthen motivation and engagement (Bakker et al., 2023). Meta-analytic evidence also supports the central role of resources in strengthening engagement and positive work outcomes, highlighting how organizational supports are closely tied to satisfaction and commitment (Mazzetti et al., 2023). Applied to schools, this framework suggests that leadership matters not only because it sets direction, but because it shapes the everyday resources teachers experience—resources that can protect well-being and sustain morale.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Within the Philippine education system, leadership expectations for school heads are guided by the Philippine Professional Standards for School Heads (PPSSH), which emphasize instructional leadership, learning environment management, human resource development, and community linkages—domains directly connected to teacher support and professional growth (Department of Education, 2020). Complementary initiatives that strengthen school governance and stakeholder participation remain central to practice, including DepEd’s revised School-Based Management (SBM) Guidelines and partnership programs such as Brigada Eskwela, which institutionalize community involvement and collaborative support for schools (Department of Education, 2024; Department of Education, 2022). While these frameworks provide national direction, the ways leadership is experienced by teachers can vary substantially by context, particularly in rural divisions where resource variability and local constraints shape daily school operations. In Santa Cruz, Marinduque, a rural setting characterized by differing school capacities and community conditions, understanding how leadership styles relate to teacher morale, well-being, and professional development was particularly important.

In addition, recent syntheses in the teacher well-being literature indicate that the evidence is not evenly spread across regions, with fewer studies coming from many parts of Asia and other underrepresented contexts. This highlights the importance of research localized to actual school realities (Dreer, 2023). This study was conducted to determine the secondary teachers’ perception in Santa Cruz, Marinduque on the leadership styles of school heads and to determine the relationship between the perception of teachers on the leadership styles of school heads and teacher’s morale, teacher’s wellbeing and teacher’s professional development. The results were designed to produce standards-aligned, context-responsive insights that can strengthen teacher support networks and leadership practices.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Objectives of the Study

The study sought to find out the relationship of the teachers' perception on leadership styles of school heads and teachers' level of morale among public secondary school teachers in Santa Cruz, Marinduque. The independent variable was the perceived leadership style of school heads operationalized in three dimensions, namely; transformational, transactional and laissez-faire leadership. The dependent variable was teacher morale, which was defined as a multidimensional construct that includes motivation, job satisfaction and well-being in the workplace. The variables were measured using survey instruments that yielded quantitative data for descriptive and inferential analyses.

Statement of the Problem

This study aims to examine the relationship between school heads' leadership styles and teacher morale among secondary school teachers in Santa Cruz, Marinduque.

Specifically, the study will seek to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Years of teaching experience;
 - 1.4. Highest educational attainment; and
 - 1.5. Teaching position?
2. What is the perceived leadership style of school heads as evaluated by teachers in terms of:
 - 2.1. Transformational leadership;
 - 2.2. Transactional leadership; and
 - 2.3. Laissez-faire leadership?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
3. What is the level of teacher morale in terms of:
 - 3.1. Motivation;
 - 3.2. Job satisfaction; and
 - 3.3. Workplace well-being?
 4. Is there a significant difference in the level of teacher morale when grouped according to their profile variables?
 5. Is there a significant relationship between teachers' perceptions of leadership style and their level of morale?
 6. Which leadership style, as perceived by teachers, is most strongly associated with high teacher morale?
 7. Based on the findings, what strategies can be proposed to enhance teacher morale aligned with the identified leadership styles?

METHODOLOGY

This chapter presents the methods of research used in this study. The following sections discuss the procedures: Research Design, Research Instrument, Population and Sampling, Respondents of the Study, Data Collection Procedure, Data Statistical Treatment and Analysis.

Research Design

This study utilized a quantitative, descriptive – correlational research design to determine the relationship of school heads' leadership styles and teacher morale among secondary school teachers in Santa Cruz, Marinduque. This design was appropriate as it enabled the systematic description of the respondents' demographic profiles, the measurement of teachers' perceptions of leadership styles, the assessment of teacher morale,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



and the statistical examination of differences and relationships between variables without manipulating any conditions.

The study's independent variable was the teachers' perceptions of the school heads' leadership styles. It was operationalized in terms of transformational, transactional and laissez-faire leadership. The dependent variable was teacher morale. Teacher morale was conceptualized as a multidimensional construct that included motivation, job satisfaction, and workplace well-being. Both variables were measured using validated perception-based survey instruments adapted from related studies and subjected to reliability testing before full administration to ensure their suitability for the Philippine educational context.

Quantitative Descriptive–Correlational Design

Quantitative Data Collection

Respondent Profile Survey (age, sex, years of teaching experience, educational attainment, teaching position)

Leadership Style Survey (transformational, transactional, laissez-faire)

Teacher Morale Scale (motivation, job satisfaction, workplace well-being)



Quantitative Analysis

Descriptive Statistics (frequency, percentage, mean, SD) – for respondent profile, leadership styles, and teacher morale

t-test – to determine differences in teacher morale by sex

One-way ANOVA – to determine differences in teacher morale by age, years of teaching experience, educational attainment, and teaching position

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Chi-square Test – to examine associations between categorized leadership styles and teacher morale

Spearman Rank-Order Correlation (ρ) – to determine the strength of relationships between leadership styles and teacher morale and identify the leadership style most strongly associated with teacher morale



Outputs and Products

Evidence-based understanding of the relationship between leadership styles and teacher morale

Identification of the strongest leadership predictors of teacher motivation, job satisfaction, and workplace well-being

PPSSH-aligned strategies and recommendations to enhance teacher morale

Figure 2. Research Design Diagram

The descriptive component of the research design established the profile of the respondents in terms of age, sex, years of teaching experience, highest educational attainment, and teaching position. It also described the perceived leadership styles of school heads and the levels of teacher morale across its three dimensions, namely motivation, job satisfaction, and workplace well-being. These descriptions were generated using frequency, percentage, mean, and standard deviation.

The inferential and correlational components of the design examined differences, relationships, and associations among the study variables. Independent samples t-tests and one-way analysis of variance (ANOVA) were used to determine significant differences in teacher morale when respondents were grouped based on profile variables. Spearman rank-order correlation (ρ) was used to determine the strength and direction of the relationship

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



between leadership-style scores and teacher morale scores. The leadership style most closely related to high teacher morale was identified by comparing the magnitude of the correlation coefficients across dimensions of leadership style. A chi-square test of association was also conducted to assess whether there was a significant association between categorized perceptions of leadership styles and categorized levels of teacher morale.

The quantitative design was employed in collecting numerical data from a representative sample of teachers and analyzing the data using well-known statistical techniques. This resulted in objectivity and generalizability. The findings empirically demonstrated the degree to which different leadership styles were associated with teacher morale, thereby fulfilling the study objectives and offering empirical direction for policy and practice consistent with the Philippine Professional Standards for School Heads (PPSSH).

Finally, the design culminated in producing outputs that directly addressed the Statement of the Problem. The study pinpointed the leadership styles most strongly linked to teacher motivation, job satisfaction, and workplace well-being, offering evidence-based insights to guide school leadership practices and morale-enhancement strategies in line with the PPSSH. Through this, the research design guaranteed that the findings were not only academically rigorous but also practically useful for improving leadership effectiveness and teacher well-being in the local secondary school context.

Population and Sampling

The study's target population is all licensed public secondary school teachers who are currently assigned to the public high schools in the municipality of Santa Cruz, Marinduque. The unit of analysis is the teacher, as it is the teacher who directly experiences the leadership practices of school heads in their daily professional work and is therefore in the best position to provide valid perceptions of leadership styles and their own level of morale. The sampling frame will be based on the official teacher deployment list of the Schools Division Office (SDO) of Marinduque and the most recent faculty rosters submitted by the school heads. Non-

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



teaching personnel and teachers on extended leave during the data collection period were excluded on the data collected to ensure comparability of the experiences.

The size of the local secondary school system is manageable and the objective of developing a dependable division-level baseline will allow the study to employ total enumeration wherever possible. All eligible teachers in the sampling frame will be invited to participate in the survey on leadership styles and teacher morale. If full participation is not possible due to schedule conflicts or other operational constraints, the study will employ a proportionate stratified random sampling design, with each public secondary school in Santa Cruz as a stratum. In this set up, each school will be given a sample quota based on the population of teachers and participants will be selected randomly from the updated list of teachers.

Adequacy of the sample size will be determined using Cochran's formula with finite population correction at 95% confidence level and 5% margin of error. To maintain the statistical power we will take the higher of the calculated minimum sample size and proportional quota. A target response rate of at least 80% will be attained and nonresponse will be handled using reminders, extended collection windows and random replacement from pre-identified reserve lists within the same school stratum, if needed. Participation will remain voluntary, and informed consent will be secured from all respondents prior to data collection.

Respondents of the Study

The respondents of this study were licensed public secondary school teachers assigned to both junior high school and senior high school levels within the municipality of Santa Cruz, Marinduque during School Year 2025–2026. Teachers served as respondents because they directly experienced the leadership practices of their school heads in daily school operations and were therefore in the best position to provide valid perceptions of such practices, as well as reliable self-assessments of their own morale in terms of motivation, job satisfaction, and workplace well-being.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The inclusion criteria covered classroom teachers—whether permanent, provisional, or contract of service—who: (a) handled at least one class during the period of data collection; (b) had been assigned to their current school for at least one grading period to ensure adequate exposure to their school head’s leadership style; and (c) provided informed consent to participate. The exclusion criteria included non-teaching personnel, school heads and assistant principals, teachers on extended leave during the data-gathering period, and staff whose functions were solely administrative.

A total of 127 eligible secondary school teachers across seven public secondary schools comprised the sampling frame. The distribution of teachers by school was as follows: Dolores National High School (15 teachers), Landy National High School (52 teachers), Ipil National High School (15 teachers), Hupi National High School (17 teachers), Kasily National High School (7 teachers), Punong National High School (11 teachers), and Botilao National High School (10 teachers). Non-teaching personnel and teachers who were on extended leave during the data collection period were excluded from the study to ensure comparability of professional experiences.

The study employed an attempted total enumeration, wherein all eligible teachers were invited to answer the research instruments. Of the total, 98 teachers completed and returned the questionnaires, yielding a response rate of approximately 77%. These 98 retrieved questionnaires constituted the final set of respondents included in the statistical analyses. The respondent profile variables considered for disaggregation included age, sex, years of teaching experience, highest educational attainment, and teaching position.

Participation remained strictly voluntary. Each teacher-respondent was provided with an information sheet and informed consent form, and respondents were allowed to decline or withdraw at any stage without consequence. No personally identifying information was collected and anonymity was assured in data processing and reporting. The estimated time to complete the instrument package was approximately 15–20 min.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Instrument

The study utilized a researcher-made questionnaire package that was carefully aligned with the Statement of the Problem and anchored on the study's theoretical foundations, including Transformational Leadership Theory, the Job Demands–Resources (JD-R) model, and the Philippine Professional Standards for School Heads (PPSSH). The instrument was designed to capture three essential aspects of the research: the profile of the teacher-respondents, their perceptions of their school heads' leadership styles, and their level of morale in terms of motivation, job satisfaction, and workplace well-being. All items employed fixed-alternative responses on a four-point Likert scale to ensure reliability in scoring, ease of administration, and clarity in interpretation. The questionnaire was estimated to take 15–20 minutes to complete.

The first part of the questionnaire was a Teacher Profile Sheet, which gathered non-identifying demographic data such as age, sex, years of teaching experience, highest educational achievement, and teaching position. These profile variables were used to describe the respondents and to perform inferential tests for differences in morale levels between groups of teachers.

The second part was the Perceived Leadership Style Scale. This scale measured teachers' experience of their school heads' practices across three leadership styles, transformational, transactional and laissez-faire. The scale was based on validated leadership inventories and aligned to the PPSSH domains, with 10 items per subscale rated on a scale of 1 (Strongly Disagree) to 4 (Strongly Agree). Sample items included "Our school head articulates a compelling vision that guides our work" for transformational, "Expectations and compliance checks are communicated clearly and monitored" for transactional and "Decisions are often delayed until issues escalate" for laissez-faire. Subscale means were computed, with higher scores reflecting greater perception of that particular style. The continuous scores were used as predictor variables in the correlation and regression analysis.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The third part was the Teacher Morale Scale. The scale operationalized morale as a multidimensional construct of motivation, job satisfaction and workplace well-being. Each dimension was measured with 10 items, again on a 1–4 scale. Motivation items targeted teachers' energy and professional purpose (e.g., "I feel energized to improve my teaching practices"); job satisfaction items tapped recognition, workload fairness, resources and growth opportunities (e.g., "My efforts are acknowledged in meaningful ways"); and workplace well-being items covered stress management, collegial support and balance (e.g., "I can manage work-related stress with the support available to me"). Scores were interpreted separately for each parameter and averaged for a general index of morale.

For reporting clarity, the following scale interpretations were applied:

Scale	Mean Ranges	Verbal Interpretation
4	3.50 – 4.00	Strongly Agree / Highly Perceived / Very High
3	2.50 – 3.49	Agree / Moderately Perceived / High
2	1.50 – 2.49	Disagree / Slightly Perceived / Low
1	1.00 – 1.49	Strongly Disagree / Least Perceived / Very Low

The instrument's validity and reliability were established through a series of steps. Specialists in educational leadership, measurement, and PPSSH reviewed the instruments to determine content validity based on the degree of clarity, relevance, and fit to the constructs. The questionnaire was pilot tested with a group of secondary teachers outside the study locale to refine item wording and check the flow of administration. Reliability was assessed through Cronbach's alpha and McDonald's omega, with a target coefficient of 0.70 for each subscale. Internal consistency was also confirmed by examining item-total correlations and exploratory factor checks were considered to confirm the intended structure of both the leadership and morale subscales.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Standardized procedures were used for scoring and data handling. Reverse-keyed items were recoded before analysis and mean scores for each subscale were calculated for each respondent. Missing responses were handled conservatively, allowing for item-mean substitution for up to two missing items per subscale. Respondents with more than 20% missing items on any subscale were excluded from analyses involving that subscale. The final subscale means for leadership styles and morale were used as input variables in the descriptive statistics, group comparisons, correlations, and regression analyses.

The study found this set of instruments to be a reliable, valid and interpretable package for measuring leadership style and teacher morale. The tools were highly correlated with the Statement of the Problem and the PPSSH to ensure that the data generated would directly answer the objectives of the study as well as provide actionable recommendations to strengthen teacher motivation, job satisfaction, and workplace well-being in the context of public secondary schools in Santa Cruz, Marinduque.

Data Gathering Procedure

Data gathering for this study was done following the Department of Education's Research Management Guidelines and the ethics observed by the Schools Division Office of Marinduque. Before data collection, the researcher obtained written authority from the Schools Division Superintendent and the principals of the participating public secondary schools in Santa Cruz, Marinduque. The request package included study objectives, research instruments, informed consent forms, estimated time requirements, and confidentiality safeguards. Once approved the researcher coordinated with the designated research coordinator or department chair at each school to schedule the administration of the survey to minimize disruption to classes.

Before the main administration, the instruments were pilot tested with a small group of secondary teachers from a neighboring municipality outside the locale of the study. The pilot test was conducted to check the wording, format, time requirement and internal

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



consistency of the subscales. Minor revisions were made based on pilot participants' feedback before final administration. Research assistants were trained in standardized procedures for survey administration, neutrality in handling responses, and strict adherence to confidentiality protocols where applicable.

In the actual administration of the survey, all eligible teacher-respondents were provided with an Information Sheet and Informed Consent Form that described the purpose of the study as well as the voluntary nature of participation, confidentiality of responses, and the approximate time for completion of the survey (about 15–20 minutes). Those teachers who agreed to participate finished the research tools, the Perceived Leadership Style Scale and the Teacher Morale Scale. The instruments were administered in one session either by paper-based questionnaires or through a secure online platform (e.g., Google Forms) depending on the school's available resources and internet connectivity. Standardized instructions were provided and a researcher (or designate) was available to answer procedural questions without influence on responses. Completed paper questionnaires were sealed in envelopes and collected by the researcher. Online responses were stored in a password-protected account only accessible to the research team.

After retrieval the researcher checked the questionnaires for completeness and legibility and assigned anonymized identification codes. Responses were scored in a secure file for analysis and reverse-coded items were recoded prior to calculating subscale scores. We documented the data cleaning steps to ensure transparency and accuracy. Missing responses were addressed by using appropriate data-screening procedures for cases with minimal missing data within a scale, and questionnaires with substantial missing responses were excluded from analyses requiring those measures.

Data gathering included coordination with school heads, distribution and collection of consent forms, administration of instruments and retrieval of responses. Follow-up reminders were used to increase the response rate. At the end of the data collection, the researcher

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



thanked the participating schools and issued them a summary of the findings and recommendations based on the Philippine Professional Standards for School Heads (PPSSH).

Statistical Treatment of Data

To answer the study's research questions clearly and systematically, the following statistical tools were used:

Frequency and Percentage. These were used to describe the profile of respondents in terms of age, sex, years of teaching experience, highest educational attainment, and teaching position. These measures were also applied to summarize categorized responses where applicable.

Mean and Standard Deviation. These were used to obtain the average scores and variability of teachers' perceptions of leadership styles (transformational, transactional, and laissez-faire), as well as teacher morale in terms of motivation, job satisfaction, and workplace well-being.

t-test and One-way ANOVA. An independent samples t-test was used to determine differences in the level of teacher morale when respondents were grouped according to sex, while one-way analysis of variance (ANOVA) was used to test differences in teacher morale when grouped according to age, years of teaching experience, highest educational attainment, and teaching position.

Spearman Rank-Order Correlation (ρ). This was used to examine the strength and direction of the relationship between each leadership style (transformational, transactional, and laissez-faire) and teacher morale. Spearman correlation was employed as the data were treated as ordinal and to assess the monotonic relationship between variables. The leadership style most strongly associated with teacher morale was identified by comparing the correlation coefficients across leadership-style dimensions.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Chi-square Test of Association. This was used to determine whether a significant association existed between categorized teachers' perceptions of leadership styles and categorized levels of teacher morale.

All statistical tests were two-tailed and performed at the 0.05 level of significance. The reliability of the research instruments was tested by Cronbach's alpha before data analysis. Statistical analysis was done using SPSS/JASP and data tabulation was done by Microsoft Excel. Results were presented with brief interpretations, according to predetermined descriptive equivalents.

Ethical Considerations

This study was conducted in accordance with strict ethical standards to protect the rights, dignity and welfare of all participants. Prior to the conduct of the study, the researcher obtained the necessary approvals from the appropriate institutional authorities such as the written permission from the Schools Division Office of Marinduque and the school heads of the participating public secondary schools in Santa Cruz. The survey was conducted in coordination with the school heads to ensure that it did not disrupt the normal class schedules and the school operations.

Each prospective participant received an information sheet outlining the nature of the study, its aims and scope, procedures, anticipated time commitment (approximately 15-20 minutes), potential benefits and minimal risks. All participation was voluntary. Teachers were informed that they could refuse to participate, answer only those questions they felt comfortable answering, or leave the study at any time without penalty. Informed consent was obtained from all participants prior to the survey.

To protect confidentiality and anonymity, no personally identifying information was collected. Respondents were assigned alphanumeric codes (T01, T02, etc.) and all responses were treated with strict confidentiality. Individual responses were not available to school heads

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



or other administrators and all findings were reported in aggregate only. This rendered it impossible to assess individual responses or to make administrative decisions.

All data collected in this study were handled following the Data Privacy Act of 2012 (Republic Act No. 10173). Data was collected, processed and stored in accordance with the principles of transparency, legitimate purpose and proportionality. Data were collected and used only for research purposes and only data necessary for the aims of the study were gathered. The participants were informed of their rights as data subjects, including the right to access, correct and withdraw their data subject to reasonable limitations.

Appropriate safeguards were implemented to protect all research data. Completed paper questionnaires were stored in sealed envelopes and kept in secured containers, while electronic data files were maintained in password-protected folders with restricted access, available only to the researcher. De-identified datasets were used for analysis. All raw data were retained for a limited period after the completion of the study and were scheduled for proper disposal through secure deletion of electronic files and shredding of physical documents in accordance with data retention and disposal guidelines.

The researcher did not exercise any evaluative or supervisory authority over the participants and ensured that data collection was conducted in a manner that avoided any conflict of interest. The survey was not administered during periods of performance appraisal or evaluation to prevent undue pressure or bias. In cases where potential affiliation with participating schools existed, appropriate measures were taken to maintain neutrality and objectivity.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Summary of Findings

This chapter present the review of summary of its findings and conclusions in relation to the questions posted in the study including recommendations based on the conclusions framed.

1. Profile of the Teacher-Respondents

The respondent group was largely composed of teachers in their early to mid-career stage, with most aged 30–39 years and having 1–10 years of teaching experience. The teaching force was predominantly female, and the majority had pursued graduate-level education, particularly master's units. In terms of rank, most respondents occupied Teacher I to Teacher III positions, indicating that perceptions of leadership and morale were drawn mainly from classroom teachers directly dependent on school heads for instructional guidance, support, and organizational direction.

2. Perceived Leadership Styles of School Heads

Among the three leadership styles examined, transformational leadership emerged as the most dominant and highest perceived leadership style, followed by transactional leadership, while laissez-faire leadership was perceived to a lesser extent but remained present.

2.1 Transformational Leadership

Transformational leadership emerged as the most dominant and highest perceived leadership style among school heads. Teachers strongly endorsed leadership behaviors related to encouraging innovation ethical and professional modeling, data-informed decision-making, and clear vision-setting. However, comparatively lower ratings were noted for teacher voice in decision-making, expressed trust and encouragement, and individualized support and coaching, indicating that participative and empowerment-oriented practices were less consistently experienced.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



2.2 Transactional Leadership

Transactional leadership ranked second, with a composite mean of, also interpreted as moderately perceived. This leadership style was most evident through monitoring attendance and reports, clear performance standards and deadlines, and policy compliance and documentation through memos. In contrast, incentive-based rewards, linking outputs to rewards, and corrective sanctions received lower ratings, suggesting that transactional practices were more compliance-oriented than motivational or developmental.

2.3 Laissez-faire Leadership

Laissez-faire leadership was perceived to the least extent, yet still falling within the moderately perceived range. Teachers reported experiences of avoidance of confronting poor performance, deferring decisions on school-wide matters, and delegation without sufficient follow-through. Although extreme leadership absence was less prominent, the presence of delayed decision-making, limited feedback, and inconsistent policy implementation reflects lingering leadership gaps that may contribute to ambiguity and reduced organizational clarity.

3. Level of Teacher Morale

Overall, teacher morale was high among the respondents, indicating generally positive professional functioning and psychosocial conditions in the school environment. However, variations were observed across the three morale dimensions, highlighting both strengths and areas for improvement.

3.1 Motivation

Motivation registered the highest level among the morale dimensions. Teachers reported strong professional purpose, willingness to try new instructional approaches, and commitment to improving teaching practice, with the highest-rated items including willingness to innovate and a strong sense of purpose. Slightly lower ratings were observed for sustaining motivation

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



throughout the school week and confidence in tackling instructional challenges ,suggesting minor pressures related to endurance under sustained demands.

3.2 Job Satisfaction

Job satisfaction was rated high, with a composite mean of. Teachers expressed strong overall satisfaction with their work and reported feeling valued and recognized for their contributions .However, comparatively lower ratings were noted for workload fairness and openness of leadership–teacher communication, indicating organizational aspects that may affect satisfaction if left unaddressed.

3.3 Workplace Well-being

Workplace well-being also registered a high level. Teachers reported feeling safe and respected at work and having access to collegial support. Nonetheless, lower ratings were observed for adequate time to prepare and reflect on teaching, suggesting that time pressures and role clarity remain areas of vulnerability.

4. Differences in Teacher Morale When Grouped by Profile Variables

Inferential analysis revealed that selected profile variables significantly differentiated specific dimensions of teacher morale, while others showed no meaningful variation across groups.

Age significantly differentiated motivation ,indicating variation in motivational functioning and composite morale across age groups. However, job satisfaction did not significantly differ by age.

Sex significantly differentiated job satisfaction, suggesting differing evaluations of work experience across groups. In contrast, motivation showed no significant differences.

Years of teaching experience did not significantly differentiate motivation, workplace well-being, or overall morale indicating broadly similar morale outcomes across tenure groups.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Highest educational attainment likewise showed no significant differences across all morale dimensions—motivation, job satisfaction, workplace well-being and overall morale.

5. Relationship Between Leadership Styles and Teacher Morale

Inferential analysis revealed statistically significant relationships between perceived leadership styles and key dimensions of teacher morale. Leadership style was significantly associated with motivation, job satisfaction, and overall teacher morale indicating that how school heads lead is meaningfully related to teachers' professional drive, satisfaction with work conditions, and overall morale.

In contrast, no significant relationship was found between leadership styles and workplace well-being when leadership was examined categorically. This suggests that workplace well-being may be influenced by wider demand–resource contexts, including workload intensity, time pressure and systemic supports that are present alongside, but not completely captured by, leadership style categorization alone.

6. Leadership Style Most Strongly Associated With High Teacher Morale

The transformational leadership has the strongest positive relation with teacher morale followed by moderate positive relation with transactional leadership. Laissez-faire leadership had a very low negative correlation. This means that it has no significant impact in practice. While transformational leadership is the leadership style most closely associated with high teacher morale, transactional leadership is next, and laissez-faire leadership is hardly associated at all.

7. Proposed Strategies to Enhance Teacher Morale

Based on the results, the study proposed strategies consistent with the PPSSH that support transformational leadership behaviors, reset transactional systems, and cut back on laissez-faire behaviors. The strategies are designed to improve the dimensions of workplace well-being and job satisfaction most susceptible to leadership influence, including teacher voice,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



recognition, role clarity, workload fairness, differentiated professional support, and well-being infrastructure.

Conclusions

Based on the analysis and interpretation of data, the following conclusions were drawn from the study:

1. The respondents were predominantly early- to mid-career female classroom teachers (Teacher I–III) with 1–10 years of experience and mostly with MA/MS units, reflecting a workforce actively engaged in professional upgrading.
2. School heads were generally perceived to practice leadership in the following order: transformational as most dominant, followed by transactional, with laissez-faire least perceived but still present.
3. Teacher morale was generally high, with very high motivation and high levels of job satisfaction and workplace well-being among the respondents.
4. Teacher morale significantly differed only in selected cases: motivation and overall morale by age, job satisfaction and overall morale by sex, and motivation by teaching position, while years of experience and educational attainment showed no significant differences.
5. Teachers' perceived leadership styles were significantly associated with motivation, job satisfaction, and overall morale, but not with workplace well-being when leadership styles were examined categorically.
6. Transformational leadership was identified as the leadership style most strongly associated with high teacher morale, followed by transactional leadership, while laissez-faire leadership showed negligible and negative association.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
7. Findings support PPSSH-aligned strategies that strengthen participative transformational practices, balance transactional accountability with recognition and feedback, and reduce laissez-faire tendencies through improved role clarity, workload management, differentiated support, and well-being systems.

Recommendations

In light of the findings and conclusions of this study, the following recommendations are proposed to enhance teacher morale through leadership practices aligned with the Philippine Professional Standards for School Heads (PPSSH). The following recommendations are suggested to heads of schools, educational leaders, policymakers, and future researchers to ensure that interventions are targeted, actionable, and sustainable:

1. School heads should institutionalize teacher voice through consultative meetings, shared decision making structures and regular feedback mechanisms to promote participative and empowering leadership practices in line with transformational leadership. This is particularly important in addressing the weaker indicators such as those related to trust, encouragement and teacher involvement in decision making.

2. Educational leaders should recalibrate transactional leadership mechanisms by balancing monitoring and compliance systems with consistent recognition, constructive feedback and developmental support. This ensures that accountability mechanisms are not harmful to teacher morale and are in line with transformational leadership styles.

3. School administrators should take proactive measures to reduce laissez-faire leadership by improving leadership responsiveness, timely decision-making, defining role expectations and consistent enforcement of policies. This clears ambiguity and contributes to the protection of teachers' workplace well-being.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. Schools should have workload management and time protection policies that include transparent workload mapping, equitable distribution of tasks and protected time for lesson preparation and reflection. These measures are aimed at identified vulnerabilities in job satisfaction and workplace well-being.

5. Mentoring, coaching and professional development programmes tailored to the teacher's age, career stage and teaching position should be used to develop differentiated professional support systems. This is particularly important for maintaining motivation among early-career and rank-differentiated teachers.

6. School systems should institutionalize teacher well-being infrastructures, including peer support mechanisms, access to psychosocial support services, stress management initiatives and routine climate building activities. This acknowledges that well-being at work is shaped by broader demand–resource conditions beyond leadership style.

7. Future researchers are encouraged to extend this study by utilizing longitudinal or mixed-method research designs to examine the effects of changes in leadership practices over time on teacher morale, well-being, and retention. Further research could also examine contextual factors such as workload policies, school size, and community support that may interact with leadership styles.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

- Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, burnout, anxiety and depression among teachers: A scoping review. *International Journal of Environmental Research and Public Health*, 19(17), 10706. <https://doi.org/10.3390/ijerph191710706>
- Atasoy, R., & Özden, C. (2022). The effect of instructional leadership, organizational innovativeness, and school hindering on teachers' satisfaction at BILSEMs. *Education Reform Journal*, 7(2), 57–75. <http://dx.doi.org/10.5281/zenodo.7489405>
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2023). Job demands–resources theory: Ten years later. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 25–53. <https://doi.org/10.1146/annurev-orgpsych-120920-053933>
- Bakker, A. B., & de Vries, J. D. (2021). Job demands–resources theory and self-regulation: New explanations and remedies for job burnout. *Anxiety, Stress, & Coping*, 34(1), 1–21. <https://doi.org/10.1080/10615806.2020.1797695>
- Blazar, D. (2020). Teacher coaching to improve instruction at scale: Opportunities and challenges in a policy context. *Teachers College Record*, 122(10).
- Chen, X.-M., Liao, X. L., Chen, I.-H., Gamble, J. H., Jiang, X.-Y., Li, X.-D., & Bo, C.-X. (2024). The long-term effects of perceived instructional leadership on teachers' psychological well-being during COVID-19. *PLOS ONE*, 19(8), e0305494. <https://doi.org/10.1371/journal.pone.0305494>
- Collie, R. J. (2023). Teacher well-being and turnover intentions: Investigating the roles of job resources and job demands. *British Journal of Educational Psychology*, 93(2), 1–22. <https://doi.org/10.1111/bjep.12587>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Department of Education. (2020). DepEd Order No. 024, s. 2020: National adoption and implementation of the Philippine Professional Standards for School Heads (PPSSH). https://www.deped.gov.ph/wp-content/uploads/2020/09/DO_s2020_024-.pdf

Department of Education. (2022). 2022 Brigada Eskwela implementing guidelines (DepEd Memorandum No. 062, s. 2022).

Department of Education. (2024). DepEd Order No. 005, s. 2024: Rationalization of teachers' workload in public schools and payment of teaching overload. https://www.deped.gov.ph/wp-content/uploads/DO_s2024_005.pdf

Department of Education. (2024). Revised School-Based Management (SBM) Guidelines (DepEd Order No. 007, s. 2024).

Dreer, B. (2023). On the outcomes of teacher wellbeing: A systematic review of research. *Frontiers in Psychology*, 14, 1205179. <https://doi.org/10.3389/fpsyg.2023.1205179>

Education Support. (2021). Teacher wellbeing index 2021. Education Support.

Göktaş, E. (2021). Effectiveness correlates of school leadership styles and teachers' job satisfaction: A meta-analytic review. *International Online Journal of Educational Sciences*, 13(4), 1023–1044.

Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020). Are principals instructional leaders yet? A science map of the knowledge base on instructional leadership, 1940–2018. *Scientometrics*, 122(3), 1629–1650. <https://doi.org/10.1007/s11192-020-03360-5>

Harris, A., & Jones, M. (2020). COVID-19—School leadership in disruptive times. *School Leadership & Management*, 40(4), 243–247.

He, P., Guo, F., & Abazie, G. A. (2024). School principals' instructional leadership as a predictor of teachers' professional development. *Asian-Pacific Journal of Second and Foreign Language Education*, 9, 63. <https://doi.org/10.1186/s40862-024-00290-0>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Hyseni Duraku, Z., & Hoxha, L. (2021). Impact of transformational and transactional attributes of school principal leadership on teachers' motivation for work. *Frontiers in Education*, 6, 659919. <https://doi.org/10.3389/feduc.2021.659919>

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>

Lin, Q. (2022). The relationship between distributed leadership and teacher innovativeness: Mediating roles of teacher autonomy and professional collaboration. *Frontiers in Psychology*, 13, 948152. <https://doi.org/10.3389/fpsyg.2022.948152>

Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*, 49(3), 430–453. <https://doi.org/10.1177/1741143220910438>

Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2023). The effect of distributed leadership on teacher professional well-being: Evidence from international large-scale assessments. *Humanities and Social Sciences Communications*, 10, Article 825.

Lundmark, R., Nordin, M., Ahlgren, C., & Sandahl, C. (2022). Consequences of managers' laissez-faire leadership for employee wellbeing: The role of role clarity and supportive climate. *Work & Stress*, 36(2), 170–190. <https://doi.org/10.1080/14697017.2021.1951811>

Lundmark, R., Richter, A., & Tafvelin, S. (2022). Consequences of managers' laissez-faire leadership during organizational restructuring. *Journal of Change Management*, 22(1), 40–58. <https://doi.org/10.1080/14697017.2021.1951811>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Luo, W., Ng, D. F. S., Nguyen, D., Ng, P. T., & Salleh, H. (2020). Transformational leadership and its relations to teacher outcomes in Singapore: Mastery goals and self-efficacy as mediators. *Leadership and Policy in Schools*, 21(3), 618–634. <https://doi.org/10.1080/15700763.2020.1811879>

Madigan, D. J., & Kim, L. E. (2021). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teaching and Teacher Education*, 105, 103425. <https://doi.org/10.1016/j.tate.2021.103425>

Mazzetti, G., Robledo, E., Vignoli, M., Topa, G., Guglielmi, D., & Schaufeli, W. B. (2023). Work engagement: A meta-analysis using the job demands–resources model. *Psychological Reports*, 126(3), 1069–1107. <https://doi.org/10.1177/00332941211051988>

McBrayer, J. S. (2020). Instructional leadership practices and school leaders' self-efficacy. *International Journal of Educational Leadership Preparation*, 15(1). <https://files.eric.ed.gov/fulltext/EJ1283510.pdf>

Meidelina, O., Saleh, A. Y., & colleagues. (2023). Transformational leadership and teacher well-being: A systematic review. *Journal of Education and Learning (EduLearn)*, 17(3), 417–424. <https://doi.org/10.11591/edulearn.v17i3.20858>

Mendez, M. A. (2022). Leadership style of school heads and work stress level of teachers. *Philippine E-Journals*. (Add full journal/URL as used in your manuscript)

Nguyen, D., Ng, D. F. S., Luo, W., & Mansor, S. (2020). Exploring the relationships between instructional leadership and teacher competences: Singapore primary school teachers' perceptions. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2020.1731765>

Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Organisation for Economic Co-operation and Development. (2020). TALIS 2018 results (Volume II): Teachers and school leaders as valued professionals. OECD Publishing. <https://doi.org/10.1787/19cf08df-en>

Ortan, F., Simut, C., & Simut, R. (2021). Self-efficacy, job satisfaction and teacher well-being in the K–12 educational system. *International Journal of Environmental Research and Public Health*, 18(23), 12763. <https://doi.org/10.3390/ijerph182312763>

Pressley, T., Marshall, D. T., Love, S. M., & Neugebauer, N. M. (2023). Teacher morale and mental health at the conclusion of the COVID-19 pandemic. *Education Sciences*, 13(12), 1222. <https://doi.org/10.3390/educsci13121222>

Ramirez, H. J. C. (2024). Leadership style of school heads and its influence to teacher retention: Basis for a teacher retention plan. *AIDE International Research Journal*. <https://journal.aide-inc.net/index.php/aide-irj/article/view/151>

Robert, V., & Vandenberghe, C. (2021). Laissez-faire leadership and affective commitment: The roles of leader–member exchange and subordinate relational self-concept. *Journal of Business and Psychology*, 36, 633–650. <https://doi.org/10.1007/s10869-020-09700-9>

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>

Second Congressional Commission on Education (EDCOM II). (2025). Fixing the foundations: A matter of national survival (Year 2 report). <https://edcom2.gov.ph/media/2025/01/EDCOM-2-Year-2-Report-Fixing-the-Foundations-2025.pdf>

Shi, X., Fan, Q.-Z., Zheng, X., Qiu, D.-F., Sindakis, S., & Showkat, S. (2024). Optimal leadership styles for teacher satisfaction: A meta-analysis of the correlation between

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



leadership styles and teacher job satisfaction. *Journal of the Knowledge Economy*, 15(4), 20459–20490. <https://doi.org/10.1007/s13132-023-01697-9>

Tanucan, J. C. M., Negrado, C. V., & Malaga, G. N. (2022). Digital leadership of school heads and job satisfaction of teachers in the Philippines during the pandemic. *International Journal of Learning, Teaching and Educational Research*, 21(10), 1–18. <https://doi.org/10.26803/ijlter.21.10.1>

Tummers, L. G., & Bakker, A. B. (2021). Leadership and job demands–resources theory: A systematic review. *Frontiers in Psychology*, 12, 722080. <https://doi.org/10.3389/fpsyg.2021.722080>

Vansteenkiste, M., Ryan, R. M., & Soenens, B. (2020). Basic psychological need theory: Advancements, critical themes, and future directions. *Motivation and Emotion*, 44(1), 1–31. <https://doi.org/10.1007/s11031-019-09818-1>

Ventista, O. M. (2023). Teachers' professional development in the Philippines: A systematic review. *Education Sciences*, 13(4), 410.

Viac, C., & Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis (OECD Education Working Paper No. 213). OECD Publishing. <https://doi.org/10.1787/c36fc9d3-en>

Wang, Q., Hou, H., & Li, Z. (2022). Participative leadership: A literature review and prospects for future research. *Frontiers in Psychology*, 13, 924357. <https://doi.org/10.3389/fpsyg.2022.924357>

Wilson Heenan, I., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The impact of transformational school leadership on school staff and school culture in primary schools—A systematic review of international literature. *Societies*, 13(6), Article 133. <https://doi.org/10.3390/soc13060133>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VIII, Issue I

August 2026

Available online at <https://www.instabrightgazette.com>



Zhang, J., Wang, B., & colleagues. (2023). The dark and bright side of laissez-faire leadership:

Does subordinates' goal orientation make a difference? *Frontiers in Psychology*, 14, 1077357. <https://doi.org/10.3389/fpsyg.2023.1077357>

Zhou, S., Slemp, G. R., & Vella-Brodrick, D. A. (2024). Factors associated with teacher

wellbeing: A meta-analysis. *Educational Psychology Review*, 36, 63. <https://doi.org/10.1007/s10648-024-09886-x>



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
