

Principal Leadership Styles and Teacher Job Performance among Secondary Public Teachers in Veruela and Sta. Josefa District

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Abstract:- This study aimed to determine the correlation between principal leadership style and the teacher's job performance among secondary public-school teachers in the Sta. Josefa and Veruela district. A descriptive-correlational design was used in the study. The participants of the study were secondary public-school teachers from Sta. Josefa and Veruela districts in Agusan del Sur. All teachers currently teaching in the Department of Education were included using the universal sampling technique. This study used adapted 4-point Likert scale questionnaires for principal leadership styles and teachers' job performance: the principal leadership style and teacher's job performance in Sta. Josefa and Veruela districts are high and often manifested in Agusan del Sur. There was a significant relationship between principal leadership style and teacher job performance among the secondary public-school teachers in Agusan del Sur. The study suggests that a strategy program that may enhance their interpersonal skills and help them create effective and efficient principal leadership styles abilities could enhance school leadership practices and attributes. The school principal can enhance teacher relationships and elevate leadership by promoting open communication, transparency, and coordination. Principals of schools can plan and develop long-lasting initiatives that improve the well-being of their teachers and students. The teacher's recognition program is one avenue to honor the faculty's accomplishments and effectiveness in their career path.

Keywords:- *Principal Leadership Style, Teacher's Performance, Public Teachers, Communication, Correlational Research.*

I. INTRODUCTION

School conditions and leadership roles were widely listed as mediations in promoting development, innovation, adaptations, and revolutions in capacity building, lessons, and education procedures, including school environments and the leadership role. The daily operations of schools were closely associated with school leadership, which served as a major force for success and change in education or as a cause. Effective leadership was essential to creating schools that were continuously mission- and vision-aligned with activities. The attainment of national educational objectives

and enhanced organizational efficacy needed the development of schools with proficient leadership (Lunenburg and Ornstein, 2021).

In Nigeria, education served as a tool for influencing national growth, and it should be noted that three years were dedicated to senior secondary education in Nigerian institutions. This education was intended for pupils who had finished their junior secondary education coursework. Unsurprisingly, the pressure was placed on efficient management among principals in Ondo State, Nigeria. Many principals have not considered their management expertise when determining teachers' school employment. Leadership style was important in school management in Ondo State, Nigeria. Being the manager or administrator in charge of the school's resources to achieve organizational objectives puts the principal in a unique position (Adeyemi, 2010).

Aside from being one of the most effective instruments for motivating others and working toward a goal, effective education leadership significantly impacts learning. The effect of principals' management styles on teachers' functioning was studied in a subset of the district's elementary schools in the Norzagaray East district. Teachers from diverse cultural backgrounds protected different groups from social and economic divides and typically had unique personalities. It meant that each teacher had a set of strategies per the curriculum the school was implementing. To maximize individual educator's potential in the classroom, the principal must prioritize different abilities and capabilities (Celestino, 2021).

In the Veruela and Sta. Josefa district, which had six and seven secondary schools, respectively, the principal's leadership style played a pivotal role in shaping the direction and quality of education—teachers in rural community schools in the Veruela and Sta. Josefa district faced problems such as a lack of infrastructure, inadequate principal leadership, insufficient professional development, inadequate teacher evaluation, and inconsistent leadership styles.

The research explored the correlations between principal leadership styles and the job performance of secondary public school instructors in the districts of Veruela and Sta. Josefa, Agusan del Sur, Philippines.

II. METHOD

➤ *Research Design*

This quantitative research used mathematically based approaches to assess numerical data collected to explain phenomena (Cresswell, 2023). It utilized a descriptive correlational design, which was chosen to design this research. A research design is a correlational design that explains the connection between or among the variables (Jackson, 2009). If two variables were related, it was established via the correlational design. It entailed determining if one variable had increased or decreased concerning another (Kalla, 2011).

This study aimed to determine the significant relationship between the principal leadership style and teacher job performance in the Veruela and Sta. Josefa districts.

➤ *Research Locale*

The research was conducted in Veruela and Sta. Josefa districts in Agusan del Sur. The School Division of Agusan del Sur was built upon the strong foundation the Department of Education provided. The total number of teaching and non-teaching staff was 8567, and the province had 44 district offices. The teacher population in the Agusan del Sur Division was reported by the DepEd Regional Office in 2022 and remains the same to this day.

The Agusan River inspired the name of a province in the Caraga Region of Mindanao, Philippines. Native American tribes, including the Manobo, Mamanwa, Higaonon, and Banwaon, previously called the region home. They relied on farming, fishing, and hunting for a living. Spanish settlers first came in the sixteenth century. By the seventeenth, they had founded missions and villages throughout the region. Agusan del Norte and Agusan del Sur were two minor provinces created when the province was split into two in 1903 and 1967. Japanese soldiers took over the province during World War II but were later freed. Agusan del Sur's economy grew quickly after the war because of agriculture, especially the production of rice and corn. The Agusan Marsh Wildlife Sanctuary is one of the province's natural attractions. Attempts have been made to address societal challenges such as land conflicts and poverty to advance sustainable development. Agusan del Sur is a significant agricultural province that produces food for the nation and draws tourists to its unique landscapes and indigenous populations.

Moreover, one suggestion was that it was named after the Spanish town of Veruela. Another direction was that it was derived from the Visayan word "berwela," which referred to a site where bamboo rafts were constructed. Another explanation held that it was derived from the Manobo word "vuroha," which meant "a place with many springs." Furthermore, the municipality encompassed 385.45 square kilometers (148.82 square miles), or 3.86% of Agusan del Sur's total area. According to the 2020 Census, its population was 39,708, accounting for 5.37% of Agusan del Sur province's total population and 1.42%. The

population density could be calculated as 103 inhabitants per square kilometer or 267 inhabitants per square mile.

Furthermore, Veruela's population increased significantly during the past century—from 2,623 in 1903 to 39,708 in 2020—a rise of 37,085%. However, in contrast to the previous population of 43,706 in 2015, the most recent census for 2020 showed a negative growth rate of 2.00% or a loss of 3,998 people. Veruela was closest to the cities of Bislig, Surigao del Sur, Tagum, Davao del Norte, Bayugan, Agusan del Sur, Panabo, Davao del Norte, Malaybalay, Bukidnon, Valencia, Bukidnon based on the shortest distance between two sites on Earth's surface. The municipalities nearest to Veruela were Trento, Santa Josefa, Bunawan, Loreto, and La Paz in Agusan del Sur and Monkayo in Davao de Oro. The distance was 902.74 kilometers (560.94 miles) from the country's capital.

Furthermore, Santa Josefa is a municipality of the third classification located in the southernmost part of the province. The city covers a surface area of 341.80 or 131.97 square miles, making up 3.42% of the total area of Agusan del Sur. Based on the 2020 Census, the municipality's population is 26,432, which accounts for 3.57% of the entire population of Agusan del Sur province and 0.94% of the overall population of the Caraga region. Based on these numbers, the population density is 77 per square kilometer.

The population of Santa Josefa has had a remarkable surge, rising from 393 individuals in 1918 to 26,432 individuals in 2020. It is a tremendous expansion of 26,039 people over 102 years. The most recent census data from 2020 shows a decline in population, with a negative growth rate of 0.23%. This means that there were 297 fewer people than the previous population of 26,729 in 2015.

Santa Josefa is in the northeastern. Bislig in Surigao del Sur, Tagum and Panabo in Davao del Norte, and Bayugan, Malaybalay, and Valencia in Bukidnon are the nearest cities to Santa Josefa, determined by their great circle distance. Adjacent to the area are the towns of Trento, Veruela, and Bunawan in Agusan del Sur, Monkayo in Davao de Oro, and Loreto and Montevista in Davao de Oro. The distance separating Santa Josefa from the national capital is 915.15 kilometers (568.65 miles).

Similarly, the study was conducted in Veruela District and Sta. Josefa districts, Agusan del Sur, Philippines. There were six (6) secondary schools in the Veruela district based on the Teachers Inventory in Agusan Del Sur as of September 18, 2023.

Namely, Veruela National High School was situated 8.07 kilometers away from Veruela's town center. The area was distinguished by its rural location, bordered by fertile vegetation and agricultural vistas. Motorcycles, known as habal-habal, were another common form of transportation, particularly for residents of places with limited access to the road network. There were 405 pupils and 21 teachers at the school.

Also, Sampaguita National High School was situated 8.07 kilometers away from the town center. With 43 instructors overall, the school had a strong staff to meet the pupils' various educational demands. Sampaguita National High School was a much bigger school with 979 registered pupils. It probably contributed significantly to the neighborhood, with many employees and students, by building trusting bonds with local businesses and parents.

Besides, Sinobong National High School had 359 pupils and 26 instructors. The longer travel distance of 14.34 kilometers raised the possibility that instructors and pupils may have had more difficult transportation needs, necessitating a wider variety of dependable transit options.

Then, Katipunan National High School had 233 students and three teachers. The school was located within a specific region assumed to be in the Philippines, given the name "Katipunan." Situated in a relatively rural or suburban area, its 27.19 km distance from a major city or town could have affected accessibility and commuting options for students and teachers.

La Fortuna National High School, situated in Veruela, Philippines, was easily accessible with a student-to-teacher ratio of 28. With 977 students and 28 teachers, the school offered individualized education and improved relationships between students and teachers.

Nueva Era National High School served 199 pupils. With 11 teachers on duty, there were around 18 students per teacher. Due to its convenient location, 12.52 kilometers from Veruela's center, the school was easily accessible to pupils from nearby areas. This distance indicated that even if it was not in the town center itself, personnel and students who may have been living in the municipality's more populous districts could nevertheless reasonably commute there.

• *Furthermore, in Sta. Josefa District, there were Seven (7) Schools, Namely:*

The community-focused Tapaz Integrated School is situated eight kilometers away from Sta. Josefa Town Center served 150 children with seven committed professors. Because bikes and tricycles were designed for rugged terrain, the 8-kilometer route simplified navigating dirt roads.

The distance between Aurora National High School is 4 kilometers. It had 201 kids and 15 instructors who worked with the local community. Walking, bicycling, riding a

motorbike, riding a tricycle, and using tiny public utility vehicles were some modes of transportation.

The Patrocinio Integrated School was four kilometers away from Sta. Josefa Town Center provides a compact, concentrated learning environment for 130 pupils. The high student-to-teacher ratio of just four teachers might have degraded individualized attention. Primary through junior high school students could receive a basic education at this institution.

Three kilometers away from Sta. Josefa was Angas Integrated School, conveniently located for educators and students by public transit. It had 170 pupils and a small teaching staff of eight, accommodating a range of educational levels, possibly from primary to secondary.

San Pascual Integrated School is situated nine kilometers away from Sta. Josefa was spearheaded by a male principal, comprising two teachers and 90 students. Given the teacher-to-student ratio, the education system might have faced challenges such as limited resources. However, it also allowed for more personalized attention to each student.

Transportation to Sayon National High School was likely a mix of walking, cycling, and motorized vehicles such as tricycles or motorcycles, which were common in rural Philippine areas. The 12-kilometer distance to the town proper suggested that students and teachers might have relied on these forms of transportation to reach the school. It consisted of 300 students and 18 teachers.

Sta. Josefa National High School is situated two kilometers away from Sta. Josefa had a student-to-teacher ratio of 16:1 and served about 1,200 pupils in secondary school. The school was conveniently accessible for daily commutes and offered customized attention with a faculty of 74 teachers. Local transportation, such as tricycles and motorbikes, was usually used to go to and from the school.

➤ *Research Respondents*

The respondents of this study were all secondary public-school teachers from the Veruela and Josefa districts, who were selected through a universal sampling technique. With this selection strategy, everyone was given an equal chance to participate in the study, and universal sampling was used to make the selections. Simple random sampling had benefits and drawbacks. It ensured an unbiased, representative, and equal probability of the population; conversely, it could be cumbersome, rarely supported with a readily available list of people, and challenging when the population was heterogeneous and widely dispersed.

Table 1 Profile of the Respondents in Sta. Josefa and Veruela District

Name of School	No. of Principal Secondary	No. of Teachers Secondary
Sta. Josefa National High School	1	74
Sayon National High School	1	18
Angas Integrated School	1	8
San Pascual Integrated School	1	2

Patrocinio Integrated School	1	4
Aurora National High School	1	15
Tapaz Integrated School	1	7
Sampaguita National High School	1	43
Veruela National High School	1	21
La Fortuna National High School	1	28
Sinobong National High School	1	26
Katipunan National High School	1	3
Nueva Era National High School	1	11

➤ *Research Instruments*

The researcher utilized the survey questionnaire from Atif et al. (2020), which consisted of four indicators, namely the directive with five (5) item questions. Additionally, the participative indicator had five (5) items, the supportive hand had five (5) item questions, and the achievement-oriented indicator had five (5) items.

Five (5) indicators measured the teacher job performance of secondary public school teachers in the Veruela and Sta. Josefa districts, namely the teaching planning consisting of five (5) items. Additionally, the classroom organization indicator consisted of four (4) items. Consequently, the monitoring and evaluation contained four (4) items, classroom atmosphere and discipline had items of three (3), and teacher leadership comprised five (5) item questions. The second instrument contained 22 items with five indicators. The scoring and interpretation of data for the principal leadership style were as follows:

Rate	Interval Scale	Descriptive Rating	Verbal Interpretation
4	3.50-4.0	Very High	This means the principal leadership style is very positive
3	2.50-3.49	High	This means the principal leadership style is positive
2	1.50-2.49	Low	This means the principal leadership style is neither positive nor negative.
1	1.0-1.49	Very Low	This means the principal leadership style is negative
Rate	Interval Scale	Descriptive Rating	Verbal Interpretation
4	3.50-4.0	Very High	This means teachers' job performance is always manifested.
3	2.50-3.49	High	This means that teachers' job performance often manifested.
2	1.50-2.49	Low	This means that teachers' job performance sometimes manifested.
1	1.0-1.49	Very Low	This means that teachers' job performance seldom manifested.

➤ *Validation of Research Instrument*

Before the modified instrument was sent to the respondents, it underwent analysis by a group of expert validators drawn from within and outside the organization. The researcher then conducted an initial and follow-up test to determine the questionnaire's reliability.

In addition, the instrument was tested on a select number of teachers who were not part of the research in question. After the testing was completed successfully, the tool's administration proceeded to the next step, and no problems were found.

➤ *Data Gathering Procedure*

Before the research, two hundred fifty (250) public secondary school teachers from Veruela and Sta. Josefa district were the participants.

Seeking Permission to Conduct the Study. The researcher sent a letter to the School Division of Agusan del Sur requesting authorization to conduct the study. Following approval by Agusan del Sur's School Division, the researcher sent a follow-up letter asking to be notified of Sta. Josefa Public Schools District Supervisors in Veruela district and Josefa regarding the conduct of the research.

Permission letters were sent to the principals of the schools in the two districts and the responding teachers. Subsequently, the investigator distributed the survey.

Administration of the Research Instrument. The survey was conducted online and in person. The investigator ensured that the participants understood the sole purpose of the instrument and guaranteed that the collected data would be handled with the highest level of confidentiality.

Retrieval of Survey Questionnaires. The survey questionnaire was retrieved by the researcher one week after distribution. The researcher enlisted the assistance of co-teachers to distribute it to the schools. Ultimately, the experiment was conducted after the researchers collected the data. They then proceeded with data analysis and interpretation to obtain relevant outcomes.

Ethics Review. To uphold the rights, self-esteem, and welfare of each participant in the study, the researcher submitted the paper with the understanding that maintaining the study's integrity was crucial to adhering to the ethical requirements of Assumption College of Nabunturan Graduate School.

➤ *Statistical Treatment of the Data*

Subjective data were analyzed and interpreted to obtain the research objectives. The following statistical tools were employed.

This study used the mean to calculate the average data to address problems 1 and 2, identifying the principal leadership style as directive, participative, supportive, and achievement-oriented. Additionally, the teacher's job performance included planning, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership.

To address problem number 3, Spearman's Rho was used to determine the significant relationship between the principal leadership style and the teacher's job performance.

Therefore, with the guidance of the thesis adviser in data analysis and interpretation, the researchers utilized SPSS or JASP, a computer program, to facilitate the rapid retrieval of answers after data collection.

III. RESULT

➤ *Level of Principal Leadership Styles*

This section presented the results on the level of principal leadership styles corresponding to the following indicators: directive, supportive, participative, and achievement-oriented.

Directive Indicator. Presented in Table 2 are the data on the level of principal leadership styles in terms of directive indicators.

Table 2 Level of Principal Leadership Styles in terms of Directive Indicator

Indicator	Mean	Descriptive interpretation
DIRECTIVE		
1. Let teachers know what is expected of them.	3.70	Very High
2. Informs teachers about what needs to be done and how it should be done.	3.70	Very High
3. Asks teachers to follow standard rules and regulations.	3.70	Very High
4. Explains the level of performance that is expected of teachers.	3.50	Very High
5. Gives vague explanations of what is expected of teachers on the job.	1.80	Low
OVERALL MEAN	3.3	High

Table 2 showed that items 1, 2, and 3, "Let teachers know what is expected of them," "Informs teachers about what needs to be done and how it needs to be done," and "Asks teachers to follow standard rules and regulations" got the highest result of 3.70 with a descriptive rating of high and verbal interpretation of very positive. The study inferred that teachers were constantly directed by the rules and regulations that the school established.

Meanwhile, the second highest mean is item number 4, "Explains the level of performance that is expected of teachers," which obtained a score of 3.50; this explains that a principal who articulates performance expectations helps teachers understand the standards.

Also, the item that got the lowest mean is item 5, "Gives vague explanations of what is expected of teachers on the job," with a result of 1.80, with a descriptive rating of low and verbal interpretation negative nor positive. As noted, category 5 is in the negative form of a sentence and a favorable opinion that school officials provided teachers with clear guidance and information about their expectations.

The overall result of the principal leadership style in terms of directive indicator obtained a 3.30 mean with the descriptive interpretation of a high and verbal positive interpretation. Considering the statistics, it was evident that the school's principal used a directive leadership style when managing their instructors.

Participative Indicator. Presented in Table 3 are the data on the level of principal leadership style in terms of participative indicators.

Table 3 Level of Principal Leadership Styles in terms of Participative Indicator

Indicators	Mean	Descriptive Interpretation
PARTICIPATIVE		
1. Consults with teachers when facing a problem.	3.6	Very High
2. Listens receptively to teachers' ideas and suggestions.	3.5	Very High
3. Acts without consulting the teachers.	3.5	Very High
Asks for suggestions from teachers concerning how to carry out assignments.	3.4	Very High
5. Ask teachers for suggestions on what assignments should be made.	1.9	Low
OVERALL MEAN	3.2	High

Table 3 shows item 1, "Consults with teachers when facing a problem," got the highest result of 3.6 with a descriptive equivalent of very positive. It implies that it is well acknowledged that seeking guidance from teachers when confronted with challenges is a vital component of the educational process.

The second highest mean is items number 2 and 3, "Listens receptively to teachers' ideas and suggestions" and "Acts without consulting the teachers," which obtained a mean score of 3.5; it implies that principals involve teachers in decision-making, they also have autonomy in certain situations where consultation may not be necessarily feasible.

Also, item number 5, "Asks teachers for suggestions on what assignments should be made got the lowest mean of 1.90 with a descriptive equivalent of low and verbal interpretation of positive nor negative. It implied the practice of requesting instructor feedback about the homework they have given.

The overall result of the indicator participative leadership style obtained a 3.2 mean result with a descriptive rating of high and a verbal interpretation of positive. It implied that to manage their constituency, the principal of the school effectively uses a leadership style that emphasizes participation.

Supportive Indicator. Presented in Table 4 are the data on the level of principal leadership style in terms of supportive indicators.

Table 4 Level of Principal Leadership Styles in Terms of Supportive Indicators

Indicators	Mean	Descriptive Interpretation
SUPPORTIVE		
1. Maintains a friendly working relationship with teachers.	3.7	Very High
2. Do little things to make it pleasant to be a group member.	3.4	High
3. Says things that hurt teachers' personal feelings.	1.7	Low
Helps teachers overcome problems that stop them from carrying out their tasks.	3.3	High
5. Behaves in a manner that is thoughtful of teachers' personal needs.	3.4	High
OVERALL MEAN	3.1	High

It can be gleaned from the data that item 1, "Maintains a friendly working relationship with teachers," has the highest mean of 3.7, a high descriptive rating, and a very positive verbal interpretation. It implied that the school administration showed concern for the desires and well-being of the instructors and fostered positive and friendly relationships with teachers to create a supportive and cohesive working environment.

The second highest mean score is item number 2 and 5, "Do little things to make it pleasant to be a group member" and "Behaves in a manner that is thoughtful of teachers' personal needs," which obtained a score of 3.4 This implies that principal who engages in a small gesture to enhance the group experience demonstrate attentiveness to the well-being and satisfaction of teachers.

Also, the item with the lowest mean is item 3, with the lowest result of 1.7, with a descriptive rating of low and verbal interpretation of positive nor negative. However, item 3, "Says things that hurt teachers' personal feeling," is in a negative form of sentence. The second lowest mean score is item number 4, "Helps teachers overcome problems that stop them from carrying out their tasks," obtained a mean score of 3.3.

The overall result of the indicator supportive leadership style obtained a 3.1 mean with a high descriptive rating and a positive verbal interpretation. It implied That when it came to supervising their teachers, the principal consistently employed a leadership style that would be supportive.

Achievement-Oriented Indicator. Presented in Table 5 are the data on the level of principal leadership style among school administrators in terms of achievement-oriented indicators.

Table 5 Level of Principal Leadership Styles in Terms of Achievement-Oriented Indicator

Indicators	Mean	Descriptive Interpretation
ACHIEVEMENT-ORIENTED		
1. Allows the teachers to perform at their highest level.	3.6	Very High
2. Sets goals for teachers' performance that are quite challenging.	3.5	Very High
3. Encourages continual improvement in teachers' performance.	3.7	Very High
Shows that he / she has some doubts about teachers' ability to meet most objectives.	2.0	Low
5. Our principal consistently sets challenging goals for teachers to attain.	3.4	High
OVERALL MEAN	3.2	High

As shown in Table 5, item 3, "Encourages continual improvement in teachers' performance," has the highest mean result of 3.7 with a descriptive rating of very high and verbal interpretation of positive. It implied that school administrators could inspire exceptional performance and constant progress among their instructors by demonstrating high confidence.

The second highest mean is item 1, "Allows the teachers to perform at their highest level," which acquired a mean score of 3.6, with is very high. It implies that the principal empowers teachers to utilize their skills and abilities to foster a sense of autonomy and trust with their colleagues and team.

The data also revealed that Category 4 has the lowest result of 2.0, with a descriptive rating of low and verbal interpretation of positive nor negative. However, this question, "Shows that he/she has some doubts about teachers' ability to meet most objectives." is in a negative

form of a sentence; therefore, the result implied an optimistic belief that the school administration had faith.

The second lowest mean is item 5: "Our principal consistently sets challenging goals for teachers to attain." 3.4, as a descriptive rating of very high, encapsulates the challenging goals that are pivotal for driving performance and achieving excellence.

The overall result obtained for the indicator achievement-oriented was 3.2. It implies that the school principal highly pinpoints an achievement-oriented leadership style when managing their teachers.

➤ *Summary of the Extent of the Principal Leadership Styles*

Summary of Principal Leadership Styles. Presented in Table 6 is the summary of the principal leadership styles in terms of directive, participative, supportive, and achievement-oriented.

Table 6 Summary of Principal Leadership Styles

Indicators	Mean	Descriptive Interpretation
1. Directive	3.3	High
2. Participative	3.2	High
3. Supportive	3.1	High
4. Achievement-Oriented	3.2	High
Overall Mean	3.2	High

In summary, Table 6 shows the overall mean of Principal Leadership Style obtained at 3.2. It implied that the school principals positively employ principal leadership styles such as directive, participative, supportive, and achievement-oriented.

Also, the directive indicator, which obtained a mean score of 3.3 with a descriptive rating of high, highlights that a leader that characterized that provides a clear direction, trusts decisions independently, and compliance to subordinate this set of specific goals and closely monitors the performance of the teacher to ensure the alignment of objectives which met efficiently.

Meanwhile, participative leadership earned a mean score of 3.2 with a descriptive rating of high. This pinpoints that a principal involves the school community in the decision process, appreciates every individual's input, and encourages camaraderie and collaboration. This traits a sense of ownership and increases the school community's motivation and engagement.

Furthermore, supportive leadership attained a mean score of 3.1 with a descriptive rating of high. It provides assistance and guidance to the members of the school community that a leader must exhibit and prioritize the well-being and development of teachers and staff in creating a supportive workplace conducive to the professional development of every individual.

Consequently, achievement-oriented leadership attained a mean score of 3.2, which is a high description. It emphasizes encouraging the school community for continuous improvement and empowering individuals to perform to their best potential. Leaders inspire excellence and drive performance to attainable objectives.

Hence, one might argue that even school principals are motivated to fulfill their pledge of making a difference to the school systems in general and many different conflicts. However, at the same time, they are devoted to supporting the school and the social development of the teachers under their command.

➤ *Level of Teacher Job Performance*

Teaching Planning Indicator. Presented in Table 7 are the data on the level of teachers' job performance in terms of teaching planning indicators.

Table 7 Level of Teacher Job Performance in Terms of Teaching Planning

Indicators	Mean	Descriptive Interpretation
TEACHING PLANNING		
1. The teacher prepares well.	3.6	Very High
2. Teacher teaches the level of their learners' competence and understanding .	3.7	Very High
3. The use of teaching media is well-planned.	3.7	Very High
4. Teacher provide the right opportunities for learners to become competent.	3.6	Very High
5. Teachers plan effectively to engage learners in their classes.	3.6	Very High
OVERALL MEAN	3.6	Very High

Table 7 shows that in items 2 and 3, "Teacher teaches the level of their learners' competence and understanding" and "The use of teaching media is well planned," the highest mean is 3.7, with a very high description and always manifested. Effective use of instructional media can significantly improve students' educational experience. In addition to using educational media, the instructor always carefully and purposefully arranges for their participation to help students meet their learning goals.

Also, the items that got the lowest mean are 1, 4, and 5, "Teacher prepares well," "Teacher provides the right opportunities for learners to become competent," and "Teacher plans effectively to engage learners in their classes" with the rating of 3.6 with a description high and

verbal interpretation of often manifested. It implies that A teacher who prepares well ensures they have the tools, materials, and knowledge needed to give thought-provoking and informative classes.

Overall, the mean of the indication teaching planning is 3.6, with a description of a high and a verbal description of a positive. It implied that instructors are skilled and informed in planning lessons and delivering top-notch instruction to support students' learning, considering the need of every student to produce a positive learning experience.

Classroom Organization. Presented in Table 8 are the data on the level of teachers' job performance in terms of classroom organization indicators.

Table 8 Level of Teacher Job Performance in Terms of Classroom Organization

Indicators	Mean	Descriptive Interpretation
Classroom Organizations		
1. Teacher organizes their assessment according to the school assessment policy.	3.7	Very High
2. Seating arrangements are organized according to the purpose of the lesson.	3.6	Very High
3. Assessment of the learners' work is done regularly according to a planned schedule.	3.5	Very High
3. Teachers use teaching time effectively.	3.6	Very High
OVERALL MEAN	3.6	Very High

Table 8 shows that item 1, "Teacher organize their assessment according to the school assessment policy," got the highest mean of 3.7 with a description of very high and verbal interpretations that always manifested. It implied that the teacher effectively synchronizes the evaluation processes with the norms and regulations established by the classroom.

The second highest mean of 3.6, namely in items 2 and 3, "Seating arrangements are organized according to the purpose of the lesson" and "Teachers use teaching time effectively," encapsulates that seating a classroom arrangement can facilitate learning by promoting student interaction and focus inside the classroom this also teacher who arrange the students can foresee based on the objectives.

Also, the item with the lowest mean is item 3, "Assessment of the learners' work is done regularly according to a planned schedule," with a description of high and verbal interpretation always manifested with a mean score of 3.5. The result implies that assessments must often be conducted to gauge pupils' progress and offer suggestions for improvement.

Overall, the mean of the classroom discipline indicator is 3.6, describing very high verbal interpretations of always manifested. It gives the impression that the teacher possesses excellent organizational skills relevant to classroom administration, such as evaluation methods, seating arrangements, and time utilization.

Monitoring and Evaluation. Presented in Table 9 are the data on the level of teacher job performance in terms of Monitoring and Evaluation indicators.

Table 9 Level of Teacher Job Performance in terms of Monitoring and Evaluation

Indicators	Mean	Descriptive Interpretation
Monitoring and Evaluation		
1. The workbooks of learners are regularly marked.	3.4	High
2. The workbooks of learners are regularly signed by both teachers and parents.	3.3	High
3. Teachers keep a record of marks obtained by learners and monitor their progress carefully.	3.6	Very High
4. Teachers check school attendance of learners and assist that no learner falls behind.	3.7	Very High
OVERALL MEAN	3.5	Very High

Table 9 shows that the highest mean is gained by item 4, "Teachers check school attendance of learners and assist that no learner falls behind," with a mean of 3.7 with a very high description and always manifested. The results suggest that For students to be successful in their academic efforts, it is vital to maintain track of their attendance at school.

The second highest mean is item number 3, "Teachers keep a record of marks obtained by learners and monitor their progress carefully." it highlights that Maintaining accurate records of student marks and progress enables teachers to track individual student performance over time.

Also, the item that got the lowest score is item 2, "The workbooks of learners are regularly signed by both teachers and parents," with a mean of 3.3 with the description of very high and always manifested. The result implies a correlation between parents actively monitoring and evaluating their children's growth and improved communication.

The second lowest mean score is item 1, "The workbooks of learners are regularly marked." this encapsulates regular marking of student workbooks and ensures that teachers provide timely feedback on student's progress and understanding of the material.

Overall, the monitoring and evaluation indicator had a mean of 3.5, which was a very high description and always manifested itself. This implies that the instructor can demonstrate effective procedures for monitoring student progress, attendance, and evaluation.

Classroom Atmosphere and Discipline. Presented in Table 10 are the data on the level of teachers' job performance in terms of classroom atmosphere and discipline indicators.

Table 10 Level of Teacher Job Performance in terms of Classroom Atmosphere and Discipline

Indicators	Mean	Descriptive Interpretation
Classroom Atmosphere and Discipline		
1. Teachers manage their classes in a disciplined way.	3.7	Very High
2. Classrooms are clean and appropriately decorated.	3.6	Very High
3. Teachers communicate in an appropriate way.	3.7	Very High
4. Teachers relate a non-threatening classroom atmosphere conducive to optimal learning.	3.6	Very High
OVERALL MEAN	3.6	Very High

Table 10 suggests that items 1 and 2, "The workbooks of learners are regularly marked" and "Teachers keep a record of marks obtained by learners and monitor their progress carefully," got the highest mean of 3.7 with the description of very high and always manifested. It indicates that When it comes to preserving order and organization inside the classroom setting, instructors are quite adept.

Furthermore, the item got the lowest mean of 4, "Teachers relate a non-threatening classroom atmosphere conducive to optimal learning," of 3.6, with the descriptive interpretation of very high and always manifested. It suggests that a classroom setting that is not intimidating is

essential for creating a secure and comfortable learning environment in which students feel empowered to engage and take chances in their learning.

The overall mean is 3.6, with a descriptive rating of very high and always manifested. The result denoted that The learning settings are well-managed, helpful, and favorable to the achievement of the students attending them.

Teacher Leadership. Presented in Table 11 are the data on the teacher job performance in terms of teacher leadership indicators.

Table 11 Level of Teacher Job Performance in Terms of Teacher Leadership

Indicators	Mean	Description
Teacher Leadership		
1. Teachers have a positive influence on learners.	3.8	Very High
2. Teachers know and support the vision and mission of the school.	3.7	Very High
3. Teachers utilize learner leaders in their classroom management.	3.7	Very High
4. Teachers model values that promote a healthy classroom culture.	3.7	Very High
OVERALL MEAN	3.7	Very High

Table 11 shows that item 1 got the highest mean of 3.8, describing very high verbal interpretations of always manifested. The result suggests a widespread belief that teachers are important people who influence the pupils they educate and all aspects of a teacher's effect that reach beyond the realm of academic learning themselves.

Moreover, items 2,3 and 7, "Teachers know and support the vision and mission of the school.", "Teachers utilize the learner leaders in their classroom management" and "Teachers model values that promote a healthy classroom culture. "got the lowest mean of 3.7, a description of very high and always manifested. The result implies that The sense of unity and purpose inside an institution may be contributed to by teachers who connect their aims and practices with those of the school.

Overall, the mean of Table 10 is 3.7, with the descriptive meaning of very high and always manifested. In this context, the consequence is that instructors are successful leaders who positively influence students, are aligned with the school's vision, encourage student leaders, and model values conducive to a healthy classroom culture.

➤ *Summary of Extent of Teacher Job Performance*

Summary of Teachers' Job Performance as Perceived by Teachers. Presented in Table 12 is the summary of the teacher's job performance in terms of directive, participative, supportive, and achievement-oriented.

Table 12 Summary of Teacher Job Performance

Indicators	Mean	Description
1. Teaching Planning	3.6	Very High
2. Classroom Organizations	3.6	Very High
3. Monitoring and Evaluation	3.5	Very High
4. Classroom Atmosphere and Discipline	3.6	Very High
5. Teacher Leadership	3.7	Very High
Overall Mean	3.6	Very High

In summary, Table 12 shows the overall mean of teachers' job performance obtained at 3.6, which is very high and always manifested. The implication was that teachers' work performance, including instructional preparation, classroom organization, monitoring and assessment, classroom climate and discipline, and teacher leadership, was favorably embodied by teachers.

Classroom Atmosphere and Discipline obtained a 3.6 mean score that teachers establish a positive and orderly classroom atmosphere, fostering a safe, respectful, and supportive learning environment conducive to student success.

Also, the Teaching Planning's mean score of 3.6 highlights that teachers demonstrate excellence in planning and preparing lessons, ensuring alignment with curriculum objectives, student needs, and instructional best practices.

Teacher Leadership earned a mean score of 3.7, and teachers exhibit leadership qualities by inspiring, motivating, and empowering students and colleagues, fostering a culture of collaboration, professional growth, and continuous improvement.

Meanwhile, a classroom organization mean score of 3.6 pinpoints that teachers effectively organize classroom activities, resources, and procedures to generate a structured and conducive learning environment that supports student engagement and achievement.

The teaching procedures being reviewed demonstrate high efficacy and professionalism, as indicated by this feature. Since it was given a somewhat lower grade than the others, there may still be potential for development, particularly in monitoring and assessment. Continuous self-reflection and optimizing pedagogical techniques can contribute to continually developing and enhancing all aspects.

Monitoring and evaluation obtained a mean score of 3.5. It highlights that teachers consistently observe student improvement, review learning results, and provide timely feedback to guide instructional decisions and support student growth.

➤ *Overall Mean Scores of Variables*

Overall Mean Scores of Variables. Presented in Table 13 are the data on the mean scores of Principal Leadership Style and Teacher Job Performance.

Table 13 Overall Mean Scores of Variables

	Mean	Std. Deviation	N
Principal Leadership Style	3.60	.081	250
Teacher Job Performance	3.71	.183	250

As Table 13 shows, the overall mean scores of the variables show that the principal leadership style obtained a 3.60 descriptive meaning of very high. It implies that

principal leadership styles are always directive, participative, supportive, and achievement-oriented.

Furthermore, teacher job performance obtained a mean score of 3.71 with a descriptive rating of very high. It implies that the teacher's job performance always manifests in teaching planning, classroom organization, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership.

The schools examined demonstrate effective leadership techniques and consistently high levels of teacher performance, as seen by the favorable correlation between

principal leadership style and teacher job performance. These findings highlight the significance of robust leadership and nurturing school settings in promoting teacher efficacy and student achievement.

➤ *Correlation between Principal Leadership Styles and Teachers' Performance*

Table 14 shows the correlation between Principal Leadership Style and Teacher Job Performance using Pearson r correlation.

Table 14 Correlation between Principal Leadership Styles and Teachers' Performance

Variables	p-value	r- value	Interpretation
Principal Leadership Teacher Job Performance	.042	r=0.3	Significant

The result showed a significant relationship with a p-value of .042, lower than the 0.05 significance level. In addition, the r- r-value obtained 0.3 explicitly indicates a strong positive correlation from the related indicators. From this study, as the level of principal leadership style increases, the teacher's job performance also increases and vice versa.

These findings have important implications for school leadership and management. Principals are critical in shaping the school environment and supporting teacher effectiveness. When principals demonstrate effective leadership styles characterized by traits such as being directive, participative, supportive, and achievement-oriented, it positively influences teacher job performance.

Principal leadership styles and teacher job performance suggest that effective leadership can impact teacher job satisfaction levels. When teachers feel supported, empowered, and motivated by their school leadership, they are likelier to experience greater job satisfaction and engagement.

Therefore, by fostering a nurturing and empowering school atmosphere, principals can significantly influence teacher morale, performance, and, ultimately, the achievement of students.

IV. DISCUSSIONS

➤ *Level of Directive Principal Leadership Style.*

The extent to which rating is high and oftentimes manifested.

Indicators of participative leadership style achieved a mean score of 3.2, with a descriptive rating of high and a verbal interpretation of positive. The overall outcome of the indicator was positive. It was inferred that the school's principal has an effective leadership style emphasizing participation in managing their constituents effectively. The head of the school must encourage the involvement of teachers in the planning and execution processes, particularly concerning the facilitation of progress in the process of bringing about change. In addition, the primary responsibility of school administrators is to give strategic

direction within the educational system, which ultimately contributes to the business's success.

This result is supported by the study of Sirisookslip et al. (2015), who state that leadership is appropriate for school administration when administrators are confronted with a work scenario that is ambiguous and imprecise. School administrators are responsible for mandating that instructors take part in the decision-making process, listen to teachers' perspectives, and encourage teachers to talk in groups to improve the efficiency of their jobs.

Olorunsola and Olayemi (2011) state that the engagement of teachers in the decision-making process within a school system is one of the most essential platforms for achieving goals and objectives established within a school. It describes directive leadership as guiding subordinates in making judgments and performing activities supporting leadership goals, supervisory debates, dominating engagement, and being task-oriented. Further, the trait of directive-style leaders is to act aggressively, controlled, descriptive, and structured and to dictate to subordinates what to do and how to do it. (Net et al., 2014)

According to Northouse (2021), directive leaders provide followers with task directions and instructions, including their expectations, how to follow them, and when to finish them. Performance criteria norms are communicated to followers. The directive leadership style is advantageous in a high-pressure work atmosphere where followers must meet challenging targets and goals. Principals must maintain cordial and approachable connections with teachers while maintaining a demanding leadership style. Healthy and enjoyable interactions with instructors create appropriate and promising work settings. Such favorable circumstances result in more effective directed leadership.

➤ *Level of Participative Principal Leadership Style.*

The extent to which the rating is high and positive.

With a descriptive rating of high and a verbal interpretation of positive, the overall result of the indicator known as participative leadership style was 3.2, with a mean score of 3.2. The findings suggested that the school's

principal operates effectively by employing a leadership style emphasizing participation to manage their constituents properly. Promoting the involvement of teachers in the planning and execution processes is the responsibility of the head of the school's commitment, particularly concerning facilitating progress in the process of bringing about change. This practice contributes to the establishment of a joyful and supportive learning environment in which students have the opportunity to grow. It may also mean that this component is deemed to have a lower level of influence or relevance than other aspects included in the survey or assessment. In general, it takes a neutral position concerning this specific activity.

This result is supported by the study of Sirisookslip et al. (2015), who state that participative leadership is appropriate for school administration when administrators are confronted with a work scenario that is ambiguous and imprecise. School administrators are responsible for mandating that instructors take part in the decision-making process, listen to teachers' perspectives, and encourage teachers to talk in groups to improve the efficiency of their jobs.

Silong et al. (2009) state that participatory leadership contributes and involves subordinates in decision-making, consulting with employees, collecting ideas and subordinates into consideration before making decisions, consulting with assistants about work-related matters, asking for subordinate opinions, and frequently attempting to use the concepts of subordinates in decision-making. Participatory style principals are said to increase teacher job satisfaction since they have a goal plan, know how to reach them, and know what requirements are necessary to achieve them.

Olorunsola and Olayemi (2011) state that the engagement of teachers in the decision-making process within a school system is one of the most essential platforms for achieving goals and objectives established within a school. At all organizational decision-making levels, participatory management examines the interaction between organizations and the roles that workers and stakeholders play.

➤ *Level of Supportive Principal Leadership Style.*

The extent to which the rating is high and positive.

A mean score of 3.1 was achieved for the supportive leadership style indicator, accompanied by a high descriptive assessment and a favorable verbal interpretation. The statement gave the impression that the principal always used supportive leadership when overseeing the school's instructors. The principal treated teachers with respect and dignity, which helped to cultivate an atmosphere in which teachers felt appreciated and cared for. The principal treated teachers respectfully and decently, fostering an environment where instructors felt appreciated and cared for and accommodating teachers' personal needs, contributing to a positive and inclusive workplace culture. Fostered positive

and friendly relationships with teachers to create a supportive and cohesive working environment.

According to Leana (2013), teachers can assist administrators in improving teaching effectiveness by actively participating in significant policy-setting, decision-making, and implementation processes and by providing comments and ideas. Institutional leaders must understand human behavior and how it affects teacher effectiveness. Headteachers should establish a motivating environment for their actions and attitudes. Institutional leaders must understand human behavior and how it affects teacher effectiveness. Headteachers should establish a motivating environment for their actions and attitudes.

This result is supported by the study of Al-Malki and Juan (2018), who state that supportive leadership involves deeply comprehending the subordinates' requirements and preferences to satisfy them and provide them with the necessary support. Employees' support from their leader encourages them, increasing their performance and improving their level of attention.

Northouse (2021), supportive leadership is pleasant and approachable. It promotes human needs, well-being, equitable treatment, respect, and appreciation for followers. Teachers can assist administrators in improving effectiveness by actively participating in significant policy-setting, decision-making, and implementation processes and providing comments and ideas. A supportive leader should use their skills to improve school activities and facilities. The supportive leadership style principals use is a significant positive link to job satisfaction owing to the principals' care for well-being, friendliness, and approach.

➤ *Level of Achievement-Oriented Principal Leadership Style.*

The extent to which the rating is high and positive.

The total result reached for the indication objectively focused on achievement was 3.2. It gives the impression that the school's principal strongly emphasizes an achievement-oriented leadership style when managing their instructors. In addition, employees are always expected to perform at their level, and the leader should devise challenging objectives for the employees to accomplish. It is also vital for the leader to indicate that they are confident in their ability to meet this requirement. Furthermore, Employees are constantly expected to perform at their maximum level, and the leader should always establish goals that are tough for them to achieve. The leader should also demonstrate confidence in their capacity to reach this expectation. It reflects a proactive approach to goal setting, a characteristic of achievement-oriented leadership.

Azizah et al. (2019) state that an achievement-oriented leader sets objectives that are difficult to achieve, expects subordinates to perform at their best level, wants continual performance improvement, and has a high degree of trust

that subordinates will take responsibility, put out effort, and achieve goals that are difficult to achieve.

Negron (2008) defined achievement-oriented leadership as managers establishing challenging goals for their subordinates. As high goals were set, they were expected to result in high levels of employee performance. Based on this debate, it was clear that considering the fluidity of the four described approaches. It indicated that no two styles had to work independently. However, any kind could be used based on the leader's

Achievement-oriented leadership behaviors were linked to employee success on the job overall, worker supervision, and essential relationships with coworkers. When workers easily accept orders from their leaders, have an outward orientation, and are not very resistant to authoritarianism, an achievement-oriented leadership style is ideal. It also functioned well when there was great respect for authority, the task was straightforward, and teammates were highly committed to their work (Malik, 2013).

➤ *Summary of the Extent of Principal Leadership Styles in Terms of Specified Indicators.*

Some fundamental features of directing leadership include providing explicit instructions, expectations, and performance standards. It makes the insightful observation that directed leadership may be beneficial when reaching precise goals, and clear guidance is paramount. The principal oversees the school under a directive leadership style, sometimes called authoritarian. They ensure that choices are made with minimum input, that expectations are well defined, that detailed instructions are provided, and that performance is regularly monitored. This strategy may be advantageous in circumstances requiring precise communication and prompt response. Imagine a school struggling to prepare for a standardized test or introducing a new curriculum. When the principal provides clear and consistent direction, it guarantees that everyone is on the same page, simultaneously maximizing efficiency and minimizing misunderstanding.

Directive leadership is one of a school administrator's most valuable tools. However, the efficiency of it is contingent on the environment and the equilibrium. Principals can create an atmosphere encouraging clear guidance and a thriving and inventive staff by deliberately integrating this style with helpful and participatory tactics. It will ultimately result in a school climate that benefits all individuals inside the institution.

It is a crucial and indispensable benefit in team circumstances (Dodd & Mjoli, 2018). Further, directive leadership strengthens the behaviors of adherence to rules and procedures and attention to detail, which also promotes team members' work performance (Mohiuddin 2017). It helps to improve team member's competencies. As such, in functionally diverse teams, team members have guided them in providing. Directive leadership, therefore, encourages

team members to offer highly critical inputs, suggestions, and solutions, improving team reflection processes.

According to Almsafir (2014), directed leadership clearly defines work procedures - "what to do," "how to do," "where," "when," and "who should do" - but directive leadership also demonstrates care for the assistance of aides and individual needs. One way to characterize directive leadership is as extremely forceful and dominating. It was autocratic, requiring conformity more out of force than free choice. Studies indicated that a directive leadership style had been seen to impede employees' job happiness (Cox & Sims, 2017).

➤ *Level of Teachers' Job Performance in Teaching Planning.*

The extent to which the rating is high and positive.

With a description of a high and a verbal description of a positive, the overall mean of the indicator teaching planning is 3.6. It indicates that the outcome is favorable. It gave the impression that teachers are knowledgeable and highly experienced in lesson preparation and providing excellent instruction to pupils to facilitate their learning. In addition to using educational media, the instructor always carefully and purposefully arranges for their participation to help students meet their learning goals. The teacher is skilled at adapting the lesson to each student's comprehension and skill level. It indicates the teacher's extensive teaching background and versatility. The teacher designs exercises, tests, and learning experiences that help pupils become proficient and grasp the material. The teacher puts much work into creating engaging lesson plans and exercises that hold students' attention and provide meaningful learning experiences. Foster a supportive, enriching environment in the classroom's four corners and promote engagement and planning.

This result, supported by the study of Ayeni (2022), emphasized that the study demonstrated a strong correlation between students' academic achievement and instructors' instructional preparation and task execution. It is advised that capacity training seminars and workshops be held to increase instructors' output. Also, pertinent professional associations should host seminars and workshops on capacity building to enhance secondary school teachers' performance on instructional tasks.

Atkinson and Bregazzi (2022) support the idea that planning is required to attain consistent performance in classroom teaching. Creating a lesson plan with targeted instructor and learner activities aids in reaching intended learning goals. Establishing a suitable physical and psychological environment for learning and giving help through scaffolding and formative evaluation are all essential planning concerns. Seating arrangements and the classroom hierarchy between instructors and students can influence student involvement and communication. Overall, the paper emphasizes the importance of planning, creating a supportive environment, and considering the classroom's physical and psychological aspects to improve.

According to Fahrurrozi et al. (2022), the study discovered a favorable association between trainers' capacity to construct lesson plans and their effectiveness in teaching entrepreneurship programs in non-formal schools. Compelling indications included the fundamental components of lesson design and learners' comments from open interviews following the learning. Learners agreed that the preparation of lesson planning before teaching influenced the quality of education by trainers, and this idea was mirrored in the preparation by the trainer. Trainers strove to establish a diverse learning environment and to push students in education, as shown in their performance in leading learning throughout the observation process.

➤ *Level of Teachers' Job Performance in Classroom Organization.*

The extent to which the rating is high and positive.

The mean score for the classroom discipline indication is 3.6, which indicates that the verbal interpretations of always manifested are performed at a very high level. It offers the idea that the instructor possesses exceptional organizational abilities crucial to classroom administration, such as evaluation techniques, seating arrangements, and time usage. It demonstrates a high level of attention to institutional standards. It ensures that assessment processes are conducted equitably and uniformly. Seating arrangements and time utilization. This structured and conducive learning environment establishes positive student outcomes. It suggests that the teacher follows a set schedule for assessing the students' work, which is essential to track their progress over time, and the teacher does so, even if it is far lower than the preceding criterion.

Organizational, managerial, and systemic variables have both excellent and negative influences on teachers' performance. Teachers could use the supplied item combinations to express similar perspectives and construct a comparable profile about the aspects that influence work performance. It has been stated that several factors, in addition to general professional abilities, affect the work performance of classroom instructors. These factors include students' preparedness level and teachers' comprehension of course content. Altunova et al. (2020),

Maintaining a secure, healthy, welcoming, and equitable classroom environment was essential to good learning and proper, conducive communication. It was meant by classroom climate and discipline. Student motivation, coaching, mentorship, and particularly the participatory leadership style negatively impacted classroom structure and teacher leadership. Meanwhile, it positively impacted discipline, classroom environment, monitoring and assessment, and instructional preparation. Positive impact included the performance and leadership of teachers (Saleem et al., 2020).

According to Saggaf et al. (2021), teacher-leaders should have changed their leadership strategy to obtain high levels of performance without damaging the satisfaction levels of other instructors. The ideas included

encouraging Democratic Leadership by teacher-leaders in secondary schools since it was inclusive and schools implementing a teacher-leadership model to downsize and decrease expenses for the school. In most circumstances, spreading administration among instructors could lower overall staff expenditures, among other things.

➤ *Level of Teacher Job Performance in Monitoring and Evaluation.*

The extent to which the rating is high and positive.

The overall monitoring and evaluation indicator had a mean of 3.5, which was a very high description and always expressed itself. It was the case throughout the whole process. It suggests that the teacher can display excellent methods in monitoring student progress, attendance, and evaluation, emphasizing promoting student performance and academic improvement, as demonstrated by this case. Regularly checking attendance and trying to assist students who may be at risk of falling behind in their studies are two ways in which the teacher exhibits a high degree of attention to the academic success and overall well-being of their pupils. This information informs instructional decisions, interventions, and support strategies tailored to students' needs. Some individuals have suggested that teachers and parents collectively signing off on kids' workbooks might not be as common as other means of monitoring and evaluating students' progress and emphasizing supporting student performance and academic growth, as shown by this instance.

It is essential to have strong leadership to achieve socioeconomic growth in the 21st century, particularly in the context of education and the advancement of students. Continuous monitoring and evaluation are vital for school leadership because they provide relevant research that can be used to manage a school that plays a pivotal role in the change of society, particularly in areas such as public health and education. (Abrahams and Burke, 2012),

According to Sulistyowati (2019), monitoring and assessment are not to uncover individual flaws or mistakes but to analyze the teaching process and enhance educational quality. Teachers can use self-monitoring to evaluate their teaching performance in a straightforward method. The study is intended for faculty and administrators who want to learn how to apply evaluation principles to assess teaching effectiveness. The paper emphasizes the importance of a comprehensive evaluation that analyzes both documents and the teaching process to ensure accurate evaluation results.

The teacher performance management cycle proposed in this study can assist educational institutions in equalizing individual teacher goals and improving overall teacher performance. By following the revolution, academic institutions can ensure that teacher performance is not solely focused on administrative matters but also on producing desired outputs and outcomes aligned with the institution's objectives as a guide for educational institutions in creating an efficient teacher performance management system that

may contribute to teachers' professional growth and advancement (Naim et al.,2019)

➤ *Level of Teacher Job Performance in Classroom Atmosphere and Discipline.*

The extent to which the rating is high and positive.

A high and evident descriptive rating is assigned to the mean score of 3.6. Based on the findings, it was determined that the learning environments are effectively managed, beneficial, and conducive to the academic success of the enrolled students. Despite this, educators must continue their pursuit of growth and maintain these positive aspects to ensure that student involvement and achievement will continue. This high grade indicates that students perceive that their professors can efficiently control the class. Ensuring that students remain focused and learning is facilitated is crucial. Effective communication is necessary for promoting comprehension and developing a constructive atmosphere in the classroom. Teachers who communicate courteously and effectively can interact with them to engage kids more readily and resolve any difficulties constructively. Based on this high ranking, it appears that instructors are good at communicating information and directions to pupils in a manner that is both courteous and clear to them. It is common for educators who cultivate such an environment to promote open communication, appreciate diversity, and offer assistance to their pupils. According to this ranking, instructors place a high priority on cultivating an environment that is friendly and inclusive, which in turn promotes the learning and well-being of their students. However, educators must continue to strive for development and retain these good elements to guarantee that student engagement and accomplishment will remain.

It is supported by the study by Gazmuri & Paredes (2015), which highlights that The activities that teachers take in the classroom have a considerable impact on the atmosphere of the school. The capacity of the teacher to manage the class as a group is more important than other factors that determine the classroom atmosphere. The entire school environment is a more significant predictor of students' test outcomes than the environment in individual classrooms, which suggests that enhancing the overall school environment is the most beneficial course of action that can be taken.

According to Juniardi and Lakawa (2022), this study's relevance enhances elementary school teachers' performance. The teachers who are models in areas such as punctuality and respect for the rules and regulations of the field usually perform well. Training programs that improve teachers' knowledge, demeanor, and reactions can also help them perform better. The findings of this study can help educational institutions and policymakers develop effective measures to improve teacher effectiveness. Schools should consider instituting methods to encourage teacher discipline, such as establishing explicit norms and objectives and providing training programs that address particular areas for improvement. Schools may establish a favorable climate

by investing in field and training to excel, ultimately benefiting student learning outcomes.

Increasing teacher discipline behavior is strongly related to improving performance. Obedient and obedient attitudes toward school rules and regulations were the primary characteristics for excellent job completion, with implications for successful outcomes. Instructors should focus on creating disciplined conduct and sticking to school norms and rules to improve task completion and produce good products. Schools can consider employing techniques to encourage and enforce teacher discipline, such as setting clear work standards, defining regulations, and giving assistance and advice. (Sjamsir, 2022)

➤ *Level of Teacher Job Performance in Teacher Leadership.*

The extent to which the rating is high and positive.

The mean of 3.7 gives the impression that it is incredibly high and consistently displayed. Teachers are influential leaders who positively influence students, are connected with the school's goal, support student leaders, and model values favorable to a healthy classroom culture resulting from this environment. To develop an environment where children may grow academically, socially, and emotionally, it is vital to have individuals who exhibit such leadership attributes. Instructors who positively impact their pupils can inspire them, encourage personal development, and contribute to their well-being. Based on this excellent ranking, the teachers in this setting are good role models that motivate and enable their pupils to achieve their full potential. Teachers realize the potential of student leadership and actively include students in managing the classroom. It may increase student engagement and establish an environment conducive to collaborative learning. When instructors exhibit actions and attitudes that encourage a healthy classroom culture, they lay the groundwork for their students' academic achievement and well-being. Individuals possessing such leadership traits are essential to cultivating an atmosphere where children may flourish intellectually, socially, and emotionally.

According to Hapz (2017), job satisfaction is a crucial mediating variable between certification/ leadership and teacher effectiveness. As a result, efforts should be taken to improve teacher work satisfaction, which can positively influence their performance. It is crucial to highlight that work ethic does not directly affect teacher effectiveness, implying that other characteristics may be more influential. It increases teacher effectiveness in Islamic education. The government and educational providers are urged to adopt certification, leadership, and work satisfaction initiatives. It is also advised to create settings that foster a positive work ethic among instructors.

The result is supported by Sezer & Uzun (2023), who stated that At the macro level, the quality of education could be enhanced by improving both the leadership style and the

working environment. Both factors favorably influence trust and confidence; eventually, the working environment and teacher performance can improve.

According to Saggaf et al. (2021), teacher-leaders should change their leadership strategy to obtain high levels of performance without damaging the satisfaction levels of other instructors. The ideas include encouraging Democratic Leadership by teacher leaders in secondary schools since it is inclusive and schools implementing a teacher leadership model to downsize and decrease expenses for the school. In most circumstances, spreading administration among instructors can potentially lower overall staff expenditures, among other things.

➤ *Summary of the Extent of the Teacher's Job Performance in Terms of the Specified Indicators.*

Regarding teacher leadership, transitions between tasks are seamless, disturbances are well-controlled, and lessons keep students interested, reducing the amount of behavior unrelated to the work. In response to the student's level of comprehension, the instructor modifies the classes. Providing additional help for students with difficulty or enrichment activities for students who are already proficient might be examples. The instructor does not rely only on lectures or memorizing information by rote. Activities such as talks, group work, or technology are incorporated into the curriculum to accommodate various learning styles and inspire pupils continuously. Within the context of the learning process, students are actively involved. They are receptive listeners and actively encouraged to ask questions, participate in conversations, and practice what they are learning. Among the many instructors, there will be differences. Some people may be quite good at adequately managing their time. Others could want some further assistance or professional growth. The teachers are making it a priority to maximize learning when the class is in session. On the other hand, additional research would be required to gain a more comprehensive understanding.

Hapz (2017) stated that there is a crucial mediating variable between certification/leadership and teacher effectiveness. As a result, efforts should be taken to improve teacher work satisfaction, which can positively influence their performance. It is crucial to highlight that work ethic does not directly affect teacher effectiveness, implying that other characteristics may be more influential. It increases teacher effectiveness in Islamic education. The government and educational providers are urged to adopt certification, leadership, and work satisfaction initiatives. It is also advised to create settings that foster a positive work ethic among instructors.

Discipline consists of maintaining a safe, healthy, friendly, and fair classroom environment for optimal learning and appropriate and conducive communication. Student motivation, guidance, mentoring, and, specifically, the participative leadership style harmed organization and teacher leadership. Meanwhile, it positively affected teaching planning, monitoring and evaluation, classroom atmosphere, and discipline. Positive influence comprises teacher leadership and performance (Saleem et al., 2020)

Maintaining a secure, healthy, welcoming, and equitable classroom environment was essential to good learning and proper, conducive communication. It was meant by classroom climate and discipline. Student motivation, coaching, mentorship, and particularly the participatory leadership style negatively impacted classroom structure and teacher leadership. Meanwhile, it positively impacted discipline, classroom environment, monitoring and assessment, and instructional preparation. Positive impact included the performance and leadership of teachers (Saleem et al., 2020).

➤ *Overall Mean Scores of Variables.*

The independent and dependent variables, such as the principal leadership style, obtained a 3.60 descriptive meaning of very high. It implies that principal leadership styles are always directive, participative, supportive, and achievement-oriented.

Furthermore, teacher job performance obtained a mean score of 3.71 with a descriptive rating of very high. It implies that the teacher's job performance always manifests in teaching planning, classroom organization, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership.

➤ *Correlation between Principal Leadership Styles and Teacher Job Performance.*

The result showed a significant relationship with a p-value of .042, lower than the 0.05 significance level. In addition, the r-value obtained 0.3 explicitly indicates a strong positive correlation from the related indicators. From this study, the principal leadership style increases, the teacher's job performance improves, and vice versa.

V. CONCLUSION

Based on the previous data, it was determined that the principal's leadership style and the teachers' job performance are substantially connected with the instructors' performance. Therefore, anytime the independent variable's level grows, the dependent variable's level also increases, and vice versa with the opposite.

It has been shown that there is a significant association between a good administrator's leadership style and teachers' work performance. The effective leadership style and teacher job performance will enhance the community of school performance and empower the conduct of the teachers, pupils, and the school community.

RECOMMENDATIONS

➤ *Based on the Conclusions Derived from the Study's Results, the Following Recommendations are as a Result of this Presented.*

- The characteristics and practices of school leadership in terms of management that can improve the principal's leadership style in terms of relationship skills via

implementing effective and efficient leadership competencies have been identified.

- Through the execution of a strategic program that can expand their capacity to relate to others and generate leadership abilities that are both effective and efficient, it is possible to improve the practices and qualities of school leadership.
- School administrators can establish and design sustainable activities that promote their teachers' health. One example of such an activity is the teacher recognition program, which honors the teaching staff's accomplishments and successes in their work.
- To increase the principal's leadership level, the principal may establish teacher relationships by promoting open communication, collaboration, and transparency.

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