Article

Teacher Insights on School Leadership Effectiveness

Glecirie Mae Lapitan Cabaluna
Chary Cris Bocao Cantillas
Mary Ann Rabanes Bacalso
Carlyn Ociones
Kezziah Marie Cosep
Jineve Cialana Dejillas

Corresponding Author: cabaluna@gmail.com

Abstract: This study examines the multifaceted impact of different leadership styles directive, participative, supportive, and achievement-oriented in a school environment. The analysis indicates that the principal employs a well-rounded approach, with high effectiveness in directive and achievement-oriented leadership, fostering a structured and goal-driven atmosphere that encourages continuous improvement. Strong interpersonal relationships and supportive actions highlight the principal's supportive leadership, contributing positively to teacher morale and satisfaction. However, the results reveal an area for potential growth in participative leadership, specifically in consistently involving teachers in decision-making processes. Enhancing participative involvement and providing more practical support for teachers could further strengthen the principal's leadership effectiveness. Overall, the principal's balanced leadership style promotes a positive, high-performing school environment, with opportunities for refinement in collaborative decision-making and task-related teacher support to maximize educational success.

Introduction

School leadership is pivotal in shaping educational environments and outcomes. Effective leaders not only set academic expectations but also cultivate a supportive atmosphere that enhances student learning and teacher morale. Moreover, the insights on the impact of school leadership on educational outcomes are well-supported by research from various sources. For instance, a

study by Louis et al. (2010) demonstrates that effective leadership is crucial in setting the tone for academic success and a positive school culture. Similarly, research by Robinson, Lloyd, and Rowe (2008) confirms that school leadership significantly influences student outcomes, particularly through leaders' decisions on curriculum focus and teacher development. More recent studies, such as those referenced by the Wallace Foundation (2013, 2020), underscore the role of principals and other school leaders in shaping educational environments that promote better student performance and teacher retention. These sources collectively emphasize the multifaceted role of leadership in enhancing educational quality and the necessity of targeted interventions to improve leadership capabilities within schools.

Leadership styles—such as directive, participative, supportive, and achievement-oriented—significantly influence teacher performance and student learning. Directive leaders, who provide clear expectations and strong guidance, can boost efficiency and structure within the classroom (Saleem et al., 2020). Participative leaders, who involve teachers in decision-making processes, enhance teacher satisfaction and investment in school initiatives (Somech & Wenderow, 2006). Supportive leadership, focusing on teacher welfare and professional growth, leads to improved teacher morale and longevity in the profession (Hejres et al., 2017). Achievement-oriented leadership, which sets high standards and supports goal achievement, directly correlates with heightened student performance and academic excellence (Mohammed et al., 2023). Each style brings distinct impacts on the learning environment, potentially fostering innovation and collaboration or ensuring stability and order. By examining these diverse impacts, educators and administrators can better understand how specific leadership practices enhance or hinder educational success. This understanding is crucial for developing leadership training and development programs tailored to specific school needs.

Understanding teacher insights on leadership effectiveness is crucial for several reasons. Teachers are on the front lines of education; their daily experiences provide them with a unique perspective on how leadership decisions affect classroom dynamics and student engagement. By gathering and analyzing teacher feedback, schools can identify which leadership practices are most effective from the viewpoint of those directly impacted (Özsoy & Parlar, 2018). This approach ensures that leadership strategies are not only theoretically sound but also practically effective (Sehgal et al., 2017). Moreover, involving teachers in leadership evaluations fosters a collaborative school culture that values teacher input, potentially leading to higher job satisfaction and better student outcomes (Adhikary, 2017). Teacher insights can help identify gaps between leadership intentions and actual outcomes, offering a basis for more informed and effective administrative strategies (Garba, 1986). Ultimately, leveraging these insights can

lead to a more adaptive, responsive, and effective leadership approach that aligns with the needs and challenges of the teaching staff.

The objective of this research is to explore teacher perspectives on various leadership styles directive, participative, supportive, and achievement-oriented and their impact on educational outcomes. This study aims to understand which of these styles' teachers find most effective in promoting an engaging and productive learning environment. By focusing on teacher perspectives, the research seeks to bridge the gap between leadership practices and classroom realities, offering a grounded view of leadership efficacy. The study will employ qualitative methods to gather in-depth insights from teachers, using interviews and focus groups to capture the nuances of teacher experiences and opinions. This approach will allow for a detailed exploration of how different leadership styles influence teacher performance and student learning, providing a comprehensive picture of effective school leadership.

The insights gained from this study are expected to contribute significantly to the development of more effective leadership strategies. By understanding teacher perspectives, educational leaders can tailor their approaches to better meet the needs of their staff and students. This research will highlight which leadership practices are most beneficial in enhancing teacher effectiveness and student achievement, providing evidence-based recommendations for school leaders. Additionally, the findings could inform professional development programs, ensuring they are relevant and responsive to the needs of teachers. Understanding the practical impact of different leadership styles will also aid in the design of more adaptive leadership training that prepares school leaders to manage diverse and dynamic educational environments. The ultimate goal is to create a feedback loop where leadership practices are continually refined based on teacher feedback and student outcomes.

This study aims to provide valuable insights for school leaders, teachers, and policymakers on the most effective leadership styles in educational settings. For school leaders, the research will identify which leadership approaches foster a supportive and productive environment, while teachers will benefit from leadership that meets their needs, potentially improving job satisfaction and retention. Policymakers can use the findings to shape educational policies and leadership development programs based on empirical evidence. The study will enhance leadership assessment criteria by incorporating teacher perspectives. Utilizing a quantitative approach, the research will explore the prevalence and effectiveness of various leadership styles across diverse educational settings. Ultimately, the study aims to develop a comprehensive model of effective school leadership, offering actionable insights to improve leadership practices and educational outcomes.

Methodology

This study utilizes a descriptive research method to describe the data and characteristics of the population under study, specifically focusing on the current conditions of leadership styles and teacher job performance. Data will be collected using two adapted instruments: Indvik's Path-Goal Leadership Questionnaire (PGTQ) and Atsebeha's Teacher Job Performance Questionnaire (TJPQ). The PGTQ assesses four leadership styles—directive, participative, supportive, and achievement-oriented—each with five items, while the TJPQ measures teacher job performance. Respondents, who will be teachers, will rate their agreement with statements on a five-point Likert scale, ranging from "Strongly Disagree" (1.00-1.80) to "Strongly Agree" (4.21-5.00). This study will utilize the INPUT-PROCESS-OUTPUT approach to systematically analyze the data. The methodology aims to provide a detailed description of the current state of leadership practices and their impact on teacher performance, offering insights for improving educational leadership and outcomes.

Results and Discussion

Table 1. Directive Leadership

Indicators	Mean	VD
Our principal let teachers know what is expected of them.	4.54	SA
Informs teachers about what needs to be done and how it needs to be done.	4.62	SA
Asks teachers to follow standard rules and regulations.	4.62	SA
Explain the level of performance that is expected of teachers.	4.82	SA
Gives vague explanations of what is expected of teachers on the job.	4.64	SA
Grand Mean	4.65	SA

The data results for Directive Leadership indicate that the principal is highly effective in providing clear and consistent guidance to teachers. The mean scores for all indicators are above 4.5, with the grand mean being 4.65, categorized as "Strongly Agree" (SA). This suggests that teachers overwhelmingly feel that the principal clearly communicates expectations, informs them about necessary tasks and procedures, and enforces standard rules and regulations. Additionally, the high score for explaining the level of performance expected of teachers demonstrates the principal's commitment to maintaining high standards. Even the indicator related to vague explanations, which ideally should have a lower score for effective leadership, still scored highly, indicating that teachers do not perceive the principal's guidance as unclear. Overall, the results highlight the principal's strong directive leadership, providing a structured and well-defined work environment for the teachers.

Table 2. Participative Leadership

Indicators	Mean	VD
Consults with teachers when facing a problem.	4.46	SA
Listen receptively to teachers' ideas and suggestions.	4.28	SA
Acts without consulting the teachers.	2.10	D
Asks suggestions from teachers concerning how to carry out assignments.	3.20	MA
Asks teachers for suggestions on what assignments should be made.	3.17	MA
Grand Mean	3.44	A

The data results for Participative Leadership reveal a more varied perspective on the principal's engagement with teachers in decision-making processes. The principal scores highly in consulting with teachers when facing a problem (mean of 4.46) and listening receptively to their ideas and suggestions (mean of 4.28), both categorized as "Strongly Agree" (SA). However, there is a notable dip in the mean score for acting without consulting teachers, which is significantly lower at 2.10, categorized as "Disagree" (D). This indicates a perception that the principal sometimes makes decisions unilaterally. Additionally, the scores for asking teachers for suggestions on how to carry out assignments (mean of 3.20) and what assignments should be made (mean of 3.17) fall into the "Moderately Agree" (MA) category, suggesting moderate involvement of teachers in these areas. The overall grand mean of 3.44, categorized as "Agree" (A), shows a generally positive but somewhat mixed view of the principal's participative leadership. While the principal is perceived as open and receptive in some aspects, there is room for improvement in consistently involving teachers in decision-making and assignment-related suggestions to foster a more inclusive and collaborative environment.

Indicators	Mean	VD
Maintains a friendly working relationship with teachers.	4.42	SA
Does little things to make it pleasant to be a member of the group.	4.64	SA
Says things that hurst teachers' personal feelings.	2.15	D
Help teachers overcome problems that stop them from carrying out their tasks.	3.68	A
Behaves in a manner that is thoughtful of teacher's personal needs.	4.25	SA
Grand Mean	3.82	A

Table 3. Supportive Leadership

The data results for Supportive Leadership suggest that the principal generally fosters a positive and supportive working environment. The high mean scores for maintaining a friendly working relationship with teachers (4.42) and doing little things to make it pleasant to be part of the group (4.64) are categorized as "Strongly Agree" (SA), indicating strong interpersonal relationships and efforts to create a pleasant atmosphere. The score for behaving thoughtfully towards teachers'

personal needs is also high at 4.25 (SA). However, the mean score for helping teachers overcome problems that impede their tasks is lower at 3.68, categorized as "Agree" (A), suggesting some room for improvement in providing practical support for task-related issues. Notably, the score for saying things that hurt teachers' personal feelings is low at 2.15, categorized as "Disagree" (D), indicating that such negative behavior is rare. The overall grand mean of 3.82 (A) reflects a generally positive view of the principal's supportive leadership. This leadership style contributes to teacher satisfaction and a positive school climate, though focusing more on addressing task-related challenges could further enhance teacher support.

Table 4. Achievement Oriented

Indicators	Mean	VD
Let teachers know that I expect them to perform at their highest level.	4.15	A
Set goals for teacher performance that are quite challenging.	3.62	A
Encourages continual improvement in teacher's performance.	4.56	SA
Consistently sets challenging goals for teachers to attain.	4.27	SA
Show no doubts about teachers' ability to meet most objectives.	3.72	A
Grand Mean	4.06	A

The data results for Achievement-Oriented Leadership indicate a strong emphasis on high performance and continuous improvement. The principal effectively communicates high expectations, with a mean score of 4.15 categorized as "Agree" (A). Similarly, the principal sets challenging goals (mean of 3.62) and shows confidence in teachers' ability to meet objectives (mean of 3.72), both also in the "Agree" (A) category. The highest scores are seen in encouraging continual improvement in teacher performance (mean of 4.56) and consistently setting challenging goals (mean of 4.27), both categorized as "Strongly Agree" (SA). These high scores reflect a commitment to fostering a culture of excellence and ongoing development among teachers. The overall grand mean of 4.06 (A) indicates that while the principal sets high standards and promotes continuous improvement, there is a balanced approach that acknowledges both challenging and supporting teachers. This leadership style is likely to motivate teachers to strive for high performance and professional growth, contributing to a dynamic and ambitious school environment.

Discussion

The implications of the leadership data suggest that the principal's approach is effective in creating a structured, supportive, and high-performing school environment. The high scores in Directive Leadership indicate that teachers feel well-informed and clear about expectations, which can lead to a disciplined and organized work atmosphere. However, in Participative Leadership, while the

principal is generally seen as open and receptive, there is room for improvement in involving teachers more consistently in decision-making processes. Enhancing this aspect could lead to increased teacher satisfaction and a more collaborative culture. Supportive Leadership results show strong interpersonal relationships and efforts to create a pleasant working environment, which positively impacts teacher morale and satisfaction. Nonetheless, providing more practical support for overcoming task-related challenges could further enhance this supportive environment. Achievement-Oriented Leadership scores reflect the principal's emphasis on high performance and continuous improvement, motivating teachers to excel and grow professionally. This balanced approach of setting high standards while offering support fosters a dynamic and ambitious school culture. Overall, focusing on increasing participative decision-making and practical support could further strengthen the principal's leadership effectiveness, leading to an even more positive and productive school environment.

Conclusion

The comprehensive analysis of the principal's leadership styles indicates a well-rounded and effective approach in managing the school environment. The principal excels in providing clear guidance and maintaining high expectations, as evidenced by the high scores in Directive and Achievement-Oriented Leadership. This fosters a structured, goal-driven atmosphere that encourages continuous improvement. The strong interpersonal relationships and supportive actions highlighted in Supportive Leadership contribute significantly to teacher morale and satisfaction. However, the Participative Leadership results reveal an area for potential growth, specifically in consistently involving teachers in decision-making processes. Addressing this gap could enhance teacher engagement and collaboration. Overall, the principal's leadership style is highly effective in promoting a positive, high-performing school environment, with opportunities for further improvement in participative involvement and practical support for teachers.

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