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INFLUENCE OF LEADERSHIP STYLE AND SOCIAL SUPPORT TO PERFORMANCE APPRAISAL OF PUBLIC ELEMENTARY TEACHERS

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ABSTRACT

Teachers who perform poorly do not produce good results; instead, they exhibit unfavorable behavior that could prevent others from carrying out their tasks and reduce staff credibility. 205 public elementary school teachers from the Davao del Norte division of the Department of Education's Kapalong East and Langilan Districts participated in this descriptive correlational study. The data was analyzed using linear regression analysis, mean scores, and Parson's correlation coefficient. The results of the study demonstrated a high level of observation in social support, leadership style, and performance appraisal. Furthermore, regression analysis showed that social support and leadership style are significantly correlated with teachers' performance reviews. The data was analyzed using linear regression analysis, mean scores, and Parson's correlation coefficient. The results of the study demonstrated that social support, leadership style, and performance reviews were all high level of observation. Moreover, regression analysis revealed that both leadership style and social support have significant relationship to performance appraisal of the teachers. These findings imply that the best performance evaluation of the teacher can be improved by enhancing the mission and vision through the use of transformational and transactional leadership styles, as well as through the provision of emotional and appraisal support. The finding of this study will benefit the school administrator from knowing what qualities are necessary for them to carry out their duties and responsibilities in an efficient manner, as well as the department of education management in choosing the appropriate person to become a school administrator.

KEYWORDS: MPA, Leadership Style, Social Support, Performance Appraisal, Public Elementary School Teachers,

1. INTRODUCTION

One of the most difficult problems a school administrator could face is problematic teachers. These instructors are frequently the underperformers with poor performance reviews. This is a challenge for the school administrator since it represents the overall performance of the entire Department of Education division, not just the school. A teacher's beliefs, expectations, and impact on their class affect students' academic performance and accomplishments (Richland, 2017). Poor teachers don't

provide positive results; instead, they behave negatively, which can hinder others from doing their jobs and undermine staff credibility (Yariv, 2020). The principal typically neglects other instructors who are capable of performing well in favor of these teachers. It is estimated that incompetent teachers make about 5–10% of the teaching workforce. Additionally, underperforming teachers may result in poor teaching practices that produce pupils who may later become a burden on society (Wadmare et al, 2022).

The fundamental to improving teacher quality is the strong evaluation system, in the form of performance appraisal to teacher. It gives us the tools to honor and reward outstanding educators so that we can take inspiration from and imitate their efforts. Also, finding those who require assistance so they can receive the additional training they require to be effective is also beneficial. Additionally, performance appraisal for teachers serves as the basis for teacher's productivity Incentive Bonus (PIB). Similarly, as a means of teacher performance, it shows how the teacher performs his duties, responsibilities, and functions. All teacher learning and development initiatives can also be built around the Results-Based Performance Management System (RPMS). Additionally, it will be utilized for teacher recruitment, selection, and advancement (Urbano and Gurat, 2023)

A study found that teachers' performance was positively impacted by school leadership. The development of good teacher performance is said to be influenced by a school's organizational structure and leadership. In addition, the right leadership styles and social support of the school administrator will motivate teachers in improving their work morale consequently their work performance which will then reflect to their performance appraisal ratings. Leadership styles like behavioral, transformational, and transactional the few styles that influences the performance appraisal of the teachers. Whereas, emotional, informational, instrumental, and appraisal supports are factors for social support that influences teachers' performance appraisal (Wilson, 2009; Jamon, 2017).

The researchers have not found a quantitative study on how social support and leadership style affect public elementary school teachers' performance reviews in the Department of Education's Kapalong East District and Langilan District in Davao del Norte. This study is grounded on urgency because it will assist the Division in determining the proper leadership philosophies and social support that school administrators require to produce positive teacher performance evaluation ratings. There are existing issues in Results-Based Performance Management System (RPMS). Thus, the need for this study to be conducted. Moreover, the results of this study can be used to determine the attributes possessed by the existing administrators of the Department of Education.

2. METHODS

Research Respondents. A sample of 205 were identified as respondents. 119 teachers in Kapalong East District and 86 teachers in Langilan District The study complied with the assertion of Budui and Moran (2021) who provided the acceptable sample size for quantitative studies. In fact, there were

even studies which went beyond the acceptable sample size (Muico et al.,2022; Pimentel and Bercilla, 2023; Feguracion et al. 2023).

Respondents were randomly selected and Slovin's method was used to determine the number of respondents. This sampling strategy ensures that every possible respondent has an equal probability of participating in the survey. The study only included public elementary school teachers who are currently working in the Kapalong East and Langilan Districts under Department of Education's Davao del Norte Division. The Davao del Norte division of the Department of Education consists of eleven districts. The remaining nine districts in the Department of Education's Division of Davao del Norte were excluded from the study since only two districts were considered. If respondents feel frightened by the manner the poll is being conducted, they could withdraw as research respondents.

Materials and Instrument. An adapted and modified survey questionnaire from Jamon (2017) was used to gather data on the leadership styles: behavioral, transformational, and transactional leadership styles of the school administrators. While Wilson (2009) was used to gather data on the social support school administrators in terms of emotional, informational, instrumental and appraisal supports. Moreover, an adapted and modified survey questionnaire from Comighud (2019) was used to gather data on the performance appraisal of the teachers. Feedbacking techniques as a performance management tool that aligns with the Department of Education's four (4) RPMS phases.

To evaluate the instrument's reliability, a pilot test of the modified survey questionnaire was conducted. The instrument was administered to 40 high school teachers and non-teaching staffs from the department of education's Davao del Norte division. The results of this testing, also known as a reliability test, were utilized to assess the internal consistency of the survey questionnaire. Cronbach's Alpha was used to conduct this test. The computed Cronbach's alpha was 0.97. This suggests that trustworthy information can be inferred from it, as the excellent internal consistency indicates that the questions are "perfectly correlated."

Design and Procedure. The study used the descriptive correlation method and was quantitative in nature. Since it generates unbiased and rational conclusions by articulating observations in terms of mathematical data where patterns and relationships are examined, quantitative research design is suitable. The objective measurement of possibilities and realities is based on these data. Furthermore, because quantitative research is based on pre-existing ideas and upholds the premise of an empiricist exemplar, its methodology is unique (Privetera, 2024).

The study followed these steps in collecting data. The researchers first had to defend their outline. After the outline defense, the study's research instrument was verified by both internal and external validators. The study's ethical treatment was then reviewed by the UM Ethics Review Committee (UMERC). A certificate of approval, indicating the conduct of data gathering for pilot testing, was delivered to the researcher after it was approved. After receiving the UMEREC certificate of approval, the researcher presented it to the graduate school office to get a statistician's approval to move forward

with the pilot testing. After the reliability test was successfully finished, the graduate school gave permission to conduct the actual study.

The Graduate School Office at UM Tagum College supplied a letter of endorsement for the study's implementation, intended for the designated educational establishment. The researcher produced and attached an endorsement to the Davao del Norte Schools Division Superintendent requesting authorization to perform a study at the designated research location. The letter was addressed to the Davao del Norte Office of the Schools Division Superintendent after being highlighted by the research adviser. Access to the responders was obtained via the approved.

With the help of the school leaders, the researcher gave the survey questionnaire to the study participants after receiving the authorized letter. During their monthly routine district meeting, the school heads in the district office received the questionnaires. The questionnaire was then given to each teacher by the school leaders. To guarantee truthful, understandable, and comprehensive responses, an introduction was provided digitally before the questionnaires were filled out. Every question on the survey was explained in detail for ease of comprehension. Following the completion of the surveys, the completed answers were retrieved at the district meeting the following month.

The respondents' answers were compiled into a Microsoft Excel file. The statistician was consulted for the proper statistical instrument based on the collected data. The poll responses were kept anonymous to ensure confidentiality. Responses were coded to determine the number of instructors who participated in each school, and all respondent information was kept private. The researcher coded these responses quantitatively. Considering the study's goals, the researcher finally examined and assessed the findings.

The statistical techniques used to analyze and interpret the responses to the items in the modified downloaded questionnaire were mean, which was used to determine the level of social support, leadership style, and performance appraisal; Pearson-r Correlation, which was used to determine whether there is a relationship between variables; and Linear Regression Analysis, which was used to determine which domain of social support and leadership style has the greatest influence on the teachers' performance.

Important moral dilemmas and issues surfaced, especially in relation to the quantitative request. The methodology used in the study is primarily to blame for these issues. Anonymity and research confidentiality are the ethical issues that are pertinent to this inquiry. Using standardized criteria and executing the study protocol assessment, the researcher complied with all ethical requirements, especially when interacting with data and the public. These requirements included but were not limited to: voluntary and free from coercion. Without worrying about consequences or losing their privileges, teachers from the selected schools could participate. The researcher promised to never use pressure or persuasion to affect the respondents' involvement, and she also gave a thorough explanation of the

study's objectives. The participating school was informed of the goals and benefits of the study, and the respondents' rights to take part in data collection were duly considered.

Confidentiality and privacy. Since the study required the respondents' private information, the researcher kept it very secret and disguised. They were assured by the researcher that all their responses would be kept secure in their custody and unreadable by anyone, and that their personal information would be kept slightly private. Everybody was safe and protected. The researchers would always obtain consent before disclosing the identities of individual subjects. They would be grateful for their cooperation, and the researcher would prioritize their health throughout the study.

RESULTS

The leadership styles of the school administrators are displayed in Table 1 according to three different styles: transactional, transformational, and behavioral. A very high overall descriptive equivalent was obtained by combining the three indicators, with behavioral leadership style receiving the highest mean score of 4.63 with a standard deviation of 0.57, followed by transactional leadership style with a mean score of 4.61 with a standard deviation of 0.55, and transformational leadership style with the lowest mean of 4.60 with a standard deviation of 0.57. leadership style, which had the lowest mean of 4.60 and standard deviation of 0.57. The overall mean was 4.61 and the standard deviation was 0.56.

Table 1. Level of Leadership style

Indicator	SD	Mean	D.E.
Behavioral Leadership Style	4.63	0.57	Very High
Transformational Leadership Style	4.60	0.57	Very High
Transactional Leadership Style	4.61	0.55	Very High
Overall	4.61	0.56	Very High

Given the very high degree of descriptive equivalent leadership style, all leadership style indicators—behavioral, transformational, and transactional—were closely observed by the teachers in relation to the heads of their schools. Because behavioral leadership is so prevalent, the greatest way to evaluate a leader's effectiveness is to observe their actions. Furthermore, research demonstrates that school administrators may be made more effective by teachable behavior rather than being effective from the start. Furthermore, research demonstrates that school administrators may be made more effective by teachable behavior rather than being effective from the start. According to Bass (2000), the school heads' high level of transformational leadership style also suggests that they possess the following qualities: charisma, which manifests as an attractive appearance; the capability to inspire others to

pursue excellence, take on challenges, and succeed; the ability to communicate a change vision that their followers can relate to; and the refusal to give a follower a task that the leader wouldn't finish themselves. Additionally, the remarkably high degree of transactional leadership style suggests that school administrators have prioritized monitoring and teamwork in addition to establishing a system of rewards and penalties (Kebe et al.,2024; Mehboob et al., 2027).

The very high result is in line with the study that was presented at the Corporate Finance Institute 2020 and discovered that the most effective leadership style is one that strikes the ideal balance between context, needs, and behavior. The Contingency Theory, which maintains that exceptional leadership is the result of several significant factors coming together, is also in line with this.

Table 2. Level of Social Support

Indicator	SD	Mean	D.E.
Emotional Support	4.41	0.55	Very High
informational Support	4.43	0.54	Very High
Instrumental Support	4.42	0.55	Very High
Appraisal Support	4.42	0.55	Very High
Overall	4.42	0.59	Very High

With a standard deviation of 0.59, the total mean for the social support indicators was 4.42, which was deemed to be very high, according to the results, which are shown in Table 2. In essence, all four indicators showed very high descriptive equivalent. Of the four indicators, informational support came in first with a mean score of 4.43, followed by instrumental support and evaluative support with mean scores of 4.42 and emotional support with a mean score of 4.41.

All four social support indicators showed very high levels of support indicating the social support is very much valuable. Given the very high level of informational support, it may be assumed that the respondents got messages from their school administrators including information, guidance, and/or criticism of their behavior. Teachers may experience a reduction in anxiety and tension related to the problem they are attempting to tackle by receiving this kind of support.

Additionally, with the very high degree of instrumental support result is parallel to the study of Scott and Scott (2020). The teachers were given assistance in the form of concrete resources such as taking on someone else's tasks so they could handle issues or in other ways by actively assisting someone in

managing an issue they are having. Additionally, the heads of the schools support the teachers by aiding with job-related responsibilities such as supplying materials, spaces, and resources; ensuring that teachers have adequate time to complete their assignments; and helping with managerial matters. Ultimately, school administrators may help teachers by offering them helpful information that will help them enhance their teaching methods. A very high degree of appraisal support result is parallel to the finding of the study of Tan et al., (2019). The findings mean that teachers received praises on their performance or personal qualities, including applauding a peer on a well-deserved test score. Thus, appraisal support could potentially lessen the psychological pain of underrepresented individuals through secure connection. Despite having the lowest mean of the four indicators, emotional support has a very high descriptive equivalent. This is the case, maybe because different situations call for different kinds of support and because giving this kind of help is not always easy (Yariv, 2011).

The four indicators are actually the four dimensions of social support that school administrators can use in their work: informational support, where school heads provide teachers with relevant information to help them improve their classroom practices, such as by allowing them to attend in-service workshops for professional development; emotional support, where school heads act professionally and show concern for teachers by being approachable, expressing gratitude, and showing an interest in their work; and instrumental support, school heads directly assist teachers with work-related tasks like providing necessary supplies, spaces, and resources, ensuring that teachers have enough time for their duties, and helping with managerial-type. Appraisal support: school administrators oversee keeping staff members on board by providing frequent, helpful feedback on their work, sharing their knowledge of what constitutes a successful classroom, and establishing clear expectations for job responsibilities.

Table 3. Level of Performance Appraisal

Indicator	SD	Mean	D.E.
Planning and Commitment	4.06	0.82	High
Monitoring and Coaching	4.04	0.85	High
Performance Review and Evaluation	4.04	0.84	High
Performance Rewards and Developmental Planning	4.06	0.83	High
Planning and Commitment	4.06	0.82	High
Overall	4.05	.89	High

The findings in Table 3 showed how well public elementary school teachers performed in areas of developmental planning, performance review and assessment, monitoring and coaching, planning and commitment, and performance awards. Performance assessments are often great, as seen by the overall mean score of 4.05 with a high-level descriptive equivalent. The descriptive equivalency of each indication was great. Planning and commitment, performance awards, and developmental planning were the four indicators with the highest mean score (4.06). However, with mean scores of 4.04 apiece, coaching, monitoring, and performance evaluation and assessment had the lowest grades.

The DepEd strategic framework's Result-based Performance Management System (RPMS), which is essentially the RPMS's four-phase cycle, serves as the foundation for the four performance appraisal indicators. The teacher's performance data was reviewed by the school head, who also noted the teacher's strengths and weaknesses in the performance review and assessment. Based on these findings, the teacher's final performance rating will be determined.

The first step of the RPMS, the performance planning and commitment phase, marked the beginning of the performance era. A high level of performance at this point indicates that the school heads have communicated to the instructors the goals to be achieved and the competences that are necessary based on the school's strategic priorities. Coaching and performance monitoring make up the second stage of the RPMS. A high-level result at this point could indicate that school heads of the schools were successful in fostering an environment that supported the teachers' individual and collaborative efforts. They monitored the effectiveness of teachers and their advancement toward goals and accomplishments. In the performance review and assessment stage, this is the third stage of the RPMS. A high-level result in this phase indicates that the school heads assessed the teachers' performance in a satisfactory manner, based on evidence of competencies assessed against performance goals decided upon in the first stage. This could also mean that the school officials have determined the teachers' valid strengths and weaknesses, which is how the final performance grade was created. Finally, performance awards and development planning. A high level of performance at this point indicates that the teachers' final performance rating was assigned with appropriate and reasonable rewards and incentives. Additionally, the capability gaps were deliberated upon, and a collaborative development plan was devised to tackle.

Table 4. Significance on the Relationship between Leadership Style and Performance Appraisal of Public Elementary School Teachers

Independent Variable	Dependent Variable	r-value	p-value	Decision
Leadership Styles	Performance Appraisal			
Behavioral leadership style		0.421*	0.001	Ho is rejected
Transformational leadership style		0.484*	0.001	Ho is rejected
Transactional leadership style		0.491*	0.001	Ho is rejected

*Significant at 0.05 level of significance

Table 4 illustrates the significance of the connection between public elementary school teachers' performance reviews and their leadership style. Pearson r correlation was used to assess the relationship between the independent and dependent variables at the significance level of 0.05. The p value, which was derived from the calculated r-value, was evaluated at the 0.05 level of significance in order to ascertain the relationship between the variables.

The three leadership styles—transformational, behavioral, and transactional—have r-values of 0.421, 0.484, and 0.491 for the independent variable leadership style, respectively, shown in Table 4. The p-values for all three are 0.001, which is clearly below the significance level of 0.05. The null hypothesis is rejected. There appears to be a positive correlation between the instructors' leadership ideologies and their performance evaluations.

The outcome is in line with study on the impact of leadership style on worker performance conducted by Kaleem (2024), which discovered that there are favorable correlations between employee performance and leadership styles, namely transformational and transactional leadership styles. However, employee performance and a transactional leadership style are strongly correlated. It was recommended that the industry concentrate on transactional leadership style through trainings and other resources in order to better produce such leaders. Furthermore, it is consistent with the study of Imhangbe et al., (2019), which found that secondary school teachers in Nigeria's Edo Senatorial District were fairly significantly impacted by their principals' leadership styles. In a similar vein, Chandrasekara's (2019) research found a strong and favorable correlation between transformative leadership and job performance. Teachers' performance at SMK Negeri in Palembang, Nigeria, is positively and significantly impacted by transformational leadership, according to Andriani et al.,

(2018).

Table 5. Significance on the Relationship between Social Support and Performance Appraisal of Public Elementary School Teachers

Independent Variable	Dependent Variable	r-value	p-value	Decision
Social Support	Performance Appraisal			
Emotional		0.799*	0.001	Ho is rejected
Informational		0.785*	0.001	Ho is rejected
Instrumental		0.791*	0.001	Ho is rejected
Appraisal		0.811*	0.001	Ho is rejected

*Significant at 0.05 level of significance

The importance of the relationship between social support and the assessment of teachers' performance in terms of instrumental, emotional, informational, and appraisal support is demonstrated in Table 5. The independent variable social support shows r-values of 0.799, 0.785, 0.791, and 0.811 for appraisal, instrumental, emotional, and informational support, respectively. Each of these variables has a probability level (p-value) of 0.001, which is clearly below the significance level of 0.05. The null hypothesis is thus rejected. This suggests that social support and the evaluation of public elementary school teachers' efficacy are positively correlated.

The results corroborate to the studies by Conley & You (2017) and Toprak et al., (2021), which indicated that teachers who receive strong support from their school administrators are less stressed and more dedicated to their profession. According to the authors, reducing stress improves teachers' performance appraisal. Thus, social support is indirectly related to the performance appraisal.

Table 6. Regression Analysis on the influence of the domains of leadership style on performance appraisal of public elementary school teachers

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	Std Error.	Beta			
(constant)	0.267	0.531				
Behavioral leadership style	-0.179	0.238	-0.096	-0.75	0.454	Ho is not rejected
Transformational leadership style	0.46	0.224	0.285*	2.056	0.041	Ho is rejected
Transactional leadership style	0.542	0.218	0.325*	2.49	0.014	Ho is rejected
Dependent Variable Performance Appraisal of public-school elementary teachers						

***p<0.05 R-value 0.507 R2 0.257 F 23.161 P<0.001**

To find out if leadership style predicts teachers' performance reviews, multiple regression analysis was employed. It is predicted that there will be a favorable correlation between the indicators and the teachers' performance reviews. Table 6 displays the findings of a regression analysis on how leadership style affects public elementary school teachers' performance appraisal. The findings reveal that the three leadership style indicators account for 25.7% of the variance, with an F-value of 23.161 and a p-value of less than 0.001, suggesting a significant relationship between leadership style and teacher performance evaluation. Transformational leadership style (B=0.285, t=2.056, p<0.041) and transactional leadership style (B=0.325, t=2.49, p=0.014) are positively correlated with teacher performance evaluation. However, behavioral leadership style demonstrated that the null hypothesis is not rejected (B= -0.096, t-value = -0.75, p-value = -0.454.), indicating that there is no significant relationship between behavioral leadership style and teacher performance appraisal.

Table 7. Regression Analysis on the Influence of the Domains of Social Support on Performance Appraisal of Public Elementary School Teachers

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	Std Error.	Beta			
(constant)	-1.631	0.27				
Emotional support				0.2		
	-1.631	0.27	-1.631	7	-1.631	0.27
informational support	-1.631	0.27	-1.631	0.27	-1.631	0.27
instrumental support	-1.631	0.27	-1.631	0.27	-1.631	0.27
Appraisal support	-1.631	0.27	-1.631	0.27	-1.631	0.27
Dependent Variable Performance Appraisal of public-school elementary teachers						
*p<0.05 r-value 0.834 r2 0.695 F 23.711 p<0.001						

The regression analysis's findings regarding the impact of social support domains on public elementary school teachers' performance evaluations are displayed in Table 7. With $F=23.711$ and a $p\text{-value}<0.001$, the results showed that the four social support indicators account for 69.5% of the variance. In particular, the emotional support ($B=0.419$, $t=4.432$, $p=0.001$) and appraisal support ($B=0.547$, $t=4.053$, $p=0.014$) are positively correlated with the teachers' performance evaluation, as the null hypothesis was rejected. However, instrumental support ($B=0.032$, $t=4.223$, $p=0.824$) and informational support ($B=0.074$, $t=0.543$, $p=0.587$) demonstrated that the null hypothesis was not rejected, indicating that they are not significantly associated with a teacher's performance evaluation; therefore, only appraisal and emotional support can predict a positive performance evaluation of a teacher.

The outcome is in line with research by Wong et al., (2018), which demonstrated that student achievement was predicted by instrumental support and appraisal support. Teachers' success is indirectly predicted by instrumental and appraisal support since student achievement is linked to teachers' performance.

3. CONCLUSION AND RECOMMENDATIONS

Behavioral, transformational, and transactional leadership styles were strongly recognized by teachers (respondents) to their respective school heads, according to the study's results, which indicate a very

high degree of leadership style. Similarly, the social support produced very high-level results, suggesting that social supports are particularly helpful for informational, instrumental, appraisal, and emotional support. Meanwhile, the performance review produced a high-level outcome, suggesting that the assessment is frequently excellent.

As a result, performance evaluations, social support, and instructors' leadership style are positively correlated. This suggests that all measures of social support and leadership style have a strong relationship with the teacher's performance review. Finally, it should be mentioned that teachers' performance reviews are predicted by both leadership style and social support. However, not all of the indicators are highly predictive; only transformational and transactional leadership styles, which correspond to the first independent variable, and emotional support and appraisal support, which correspond to the second independent variable, are positively correlated with teachers' performance appraisal. Therefore, the results of the study were in line with the following studies: Wilson 2009, Kalsoom, Khan, and Zubair (2016), Imhangbe (2019), Chanrasekara (2020), Conley & You (2017), Song & Mustafa (2015), Geier (2016), and Wong, Tao & Kinishi (2028). Most significantly, the outcome aligns with the leadership contingency theory, which serves as its foundation. The contingency theory of leadership states that the ideal leadership strategy in a situation is determined by a number of context-specific characteristics. It is based on the idea that no one leadership style works in every circumstance. The finest leadership ideologies, according to some academics, strike the ideal balance between needs, actions, and environments. Effective leaders are able to assess the situation and needs in addition to having the necessary traits.

Recommendations

As found in this study that both leadership style and social support have very high-level descriptive equivalent. Thus, the researcher recommends to sustain the existing practices and programs in relation to school heads leadership as well as the social support programs provided to the teacher to maintain the very high level performance, like integrating a comprehensive leadership skills training programs as well as social support information campaign programs to the annual regular training for school heads such as the Regional Assembly of Education Leaders (RAEL) and in the trainings of trainers and school leaders on the Matatag Curriculum. However, to achieve high-level results for the performance appraisal, both school heads and teachers must receive intervention programs like trainings and seminars. These programs should include skills enhancement programs for performance appraisal strategies to improve individual and team performances, as well as tracking teachers' performance and progress toward achieving goals. To enable more teachers and school administrators to attend the workshops and trainings, it is advised that the department of education allocate adequate funds for this purpose.

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