

HOW LEADERSHIP STYLES INFLUENCE TEACHER MOTIVATION AND PERFORMANCE: A CONVERGENT STUDY

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ABSTRACT

This mixed methods study addressed causal associations of leadership style and teachers' motivation in plausible explanation to teachers' performance. A convergent mixed methods design was used, and it is a type of design in which qualitative and quantitative data are collected, analyzed separately, and then merged. A total of 258 teachers were selected using the purposive sampling technique. Sets of adopted survey tools and interview guide were used to gather data from the participants. The mean, standard deviation, and multiple regression analysis were used as statistical tools. On the other hand, thematic analysis was used for qualitative data analysis. The findings revealed that the level of leadership style among public elementary schools is high; while teachers' motivation is high among public elementary school; and the status of teachers' performance is also high. Teachers' motivation and leadership style had significant relationship with teachers' performance. Teachers' motivation was significant which meant that this mediates the relationship between leadership style and teachers' performance. The lived experiences of participants pertaining to teachers' performance included themes such as leadership style diversity and its nuanced influence on teacher motivation, the balance between control and autonomy in leadership practice, the role of emotional climate and recognition in teacher performance, impact of leadership on professional growth and instructional effectiveness, the importance of trust, transparency, and communication in leadership, and suggestions for balancing authority with empathy and greater involvement. Furthermore, the impact of experiences in attaining high status of teachers' performance includes core ideas such as teachers respond differently depending on leadership style: empowerment, inspiration, fear, or caution, some leaders provide freedom to plan while others enforce strict rules; this affects teacher initiative and compliance, teachers motivation is affected by emotional support, fear, respect and recognition, leaders who mentor, set clear goals, and give constructive feedback enhance teaching performance, lack of transparency or limited communication reduces trust and willingness to take risks, and teachers desire a balance of authority and empathy, and more involvement.

Keywords: *Leadership Style, Teachers Motivation, Teachers' Performance, Convergent Approach, Municipality of Magpet, Philippines*

INTRODUCTION

In every institution, good instruction is increasingly recognized as the primary determinant of instructional success. Such a transformation can only be a reality if institutions are efficiently organized, managed, and creatively motivated. Leadership is the medium through which plans are fully articulated to staff and transformed into positive behavior, and the value of any ideas shall be willingly implemented by individuals. Thus, leadership is defined as the capacity to guide, direct, and shape individuals so long as they allow virtues they would not have achieved through force (Dinh NB, Caliskan A, Zhu C. A, 2021; Bryant DA, Walker A., 2024).

In connection, despite the critical role that teachers play in shaping student learning and overall school success, many educational institutions continue to face challenges related to low teacher motivation and inconsistent performance levels. Leadership within schools is a key factor that can either enhance or hinder teacher effectiveness, yet there is limited localized research exploring how different leadership styles impact these important outcomes. Ahmad et al. (2020) emphasized that leadership practices directly influence the work attitudes and productivity of teachers, but the extent and nature of this influence may vary depending on the leadership approach adopted. In some settings, the absence of supportive and transformational leadership has led to decreased teacher morale, high turnover rates, and diminished instructional quality.

In addition, the leadership factor of the school principal who is less innovative also worsens the situation. Therefore, it is important to recruit and retain high-performing teachers who have a high attitude of discipline, responsibility, and dedication to their work. Professional teachers must have talent as educators, expertise as teachers, superior and integrated competencies, healthy mentality, physical fitness, and extensive experience and knowledge (Rechsteiner et al., 2022). Various trainings, upskilling programs, and teacher certifications will continue to support this initiative. A teacher who performs well must have a positive attitude toward his work, such as being disciplined, maintaining the quality of his work, being responsible, and having high dedication (Yada et al., 2021).

Moreover, leadership styles play a crucial role in shaping the motivation and performance of teachers within educational institutions. According to Ahmad et al. (2020), effective leadership is a fundamental driver that not only enhances teacher satisfaction but also fosters a positive environment for professional growth and high performance. In the dynamic landscape of education, where the demands on teachers continue to evolve, understanding the impact of different leadership approaches—such as transformational, transactional, and laissez-faire styles—becomes essential.

Transformational leadership, characterized by inspiration and intellectual stimulation, often leads to higher levels of motivation among teachers, whereas transactional leadership, based on structured tasks and rewards, may yield different motivational outcomes (Ahmad et al., 2020). Meanwhile, laissez-faire leadership, marked by a hands-off approach, has been associated with lower teacher motivation and reduced performance levels. The relationship between leadership styles and teacher outcomes

has significant implications for student achievement, school climate, and overall institutional success.

In addition, effective leadership is necessary for the advancement of teachers as well as society. In the technological advancement of the 21st century, there are many challenges to compete including worldwide teachers' networks which demand a great educational leader for educational institutions. There are three main aspects of a principal's leadership in dealing with educational and cultural reforms such as increasing participation, transferring vision, and producing change. The effectiveness of leaders in the educational sector is valued by their competencies to contribute to improving the quality of education in the era of technological advancement (Abbas et al., 2020).

Although wide research has been conducted to report this phenomenon from different perspectives and in different contexts, leftovers anonymous has not yet adequately resulted. The linkage between principal leadership styles and teacher performance is still mostly unmapped in the context of Philippines (Saleem et al., 2020). This study further researches the mediating effect of teacher motivation on the relationship between leadership styles and teachers' performance. Further, it is the aim of the researcher to find out level of leadership style, teacher motivation and its significant relationship to teachers' performance in the public elementary schools in the Municipality of Magpet.

METHODS

Research Design

To gain an in-depth understanding of the topic, this study was used a convergent design, a mixed-methods design. The convergent design were used for collecting data. In this design, the researcher collects the qualitative and quantitative data simultaneously, analyzes separately, and examines whether the findings confirm each other by comparing the obtained qualitative and quantitative results (Creswell & Pablo-Clark, 2015). The research process can be symbolized as qualitative and quantitative (Morse, 1991).

In order for the researcher to fully comprehend the study problem, it typically entails the contemporaneous, but distinct, collecting and processing of quantitative and qualitative data (Creswell, Plano Clark, et al., 2003). The two data sets were combined by the researcher, usually by combining the individual results in the interpretation or by modifying the data to make it easier to combine the two data types throughout the analysis.

In this study, the researcher separately collected and evaluated qualitative and quantitative data on the same phenomena. During the interpretation phase, the various results were then converged (by contrasting and comparing the various outcomes). The results were reinforced and the shortcomings of single, individual procedures were overcome by using the convergent approach. It made it possible to watch, hear, and

comprehend the event from a wider and more in-depth perspective (Creswell & Clark, 2011).

The quantitative phase involved descriptive and correlational approach. The descriptive design is used to obtain information concerning the current status of the phenomena to describe “what exist” with respect to variables or conditions in a situation (Shuttleworth, 2008). In this study, the levels of leadership styles, teacher motivation and teachers’ performance is determined. Moreover, the correlational design is a technique to describe and measure the degree of association (or relationship) between two or more variables or sets of scores (Creswell, 2002). In this study, the relationship between leadership style, teachers motivation and teachers’ performance is explored.

On the other hand, the qualitative phase used Phenomenological inquiry to determine the lived experiences of the participants. Utilizing the convergent method approach strengthened the results and counteracted the weakness of single individual methods. It enabled a deeper and varied angle of viewing, listening and understanding the reality of the situation (Creswell & Clark, 2011). The model for the mixed-methods design that will employ in the study is given in Figure 2.1.

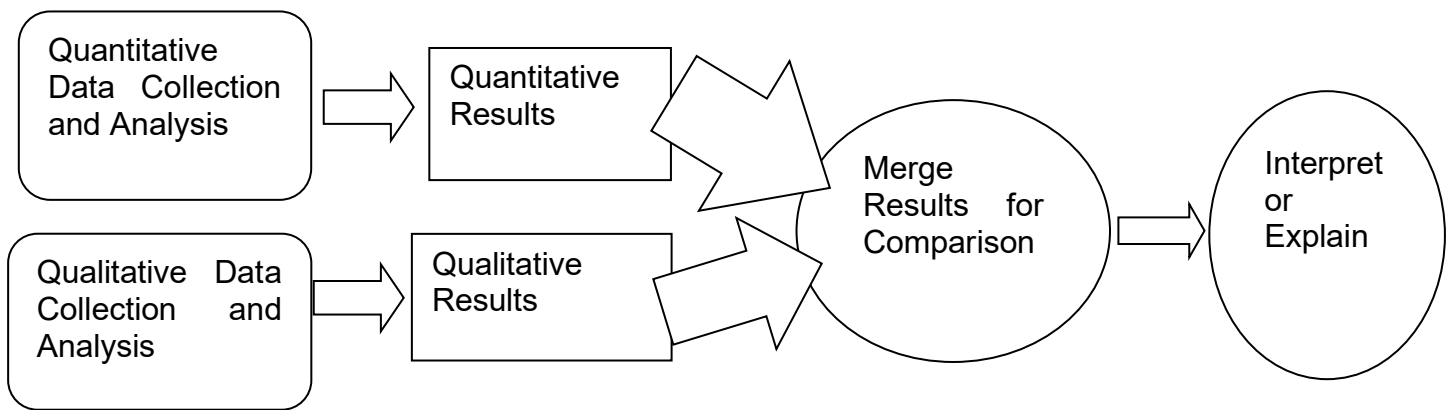


Figure 2.1. Diagram of the applied convergent parallel design (Creswell & Plano Clark, 2015, p. 56).

Research Participants

In the quantitative measurement, the teachers in public elementary school in the Municipality of Magpet are the respondents of the study. The schools are coded for ethical purpose. Prior to choosing the study's sample, the population was stratified. Prior to choosing the sample, it is necessary to stratify the population based on the attributes of its members (Fowler, 2009). The following criteria are set it should be a regular full-time classroom teacher in public elementary school, and at least have 1 year in service.

In the qualitative aspect, a total of ten participants are invited for an in-depth interview and another seven participants for the focus group discussions. The results of which are used to identify the emerging themes and patterns or responses as based on their lived experiences.

Research Materials

In the quantitative component, sets of survey questionnaires will be used to gather data from the respondents. The tools will be undergone in content validity by five experts and pilot tested to obtain its reliability.

Leadership Styles. This questionnaire is modified from the study of Northouse, P.G. (2016) "Leadership: Theory and Practices (7th Ed.)" using the likert scale using 5 points namely: (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree.

Teacher Motivations. This tool is modified from the study of Deci, E.L. and Ryan, R.M. (2008) "Self-Determination Theory: A Macrotheory of Human Motivation, Development and Health" using the likert scale using 5 points namely: (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree.

Teachers' Performance. Questionnaire is adapted from Setiawan, A. and Adi, K. (2021) "The Effect of Leadership Style and Work Motivation on Teacher Performance" using the likert scale using 5 points namely: (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree.

On the other hand, the qualitative components used interview guide and focus group discussion guide to obtain data from the participants. This involves guide questions and probing questions.

Data Gathering Procedure

Letters requesting conducting the research study were sent to the dean of graduate school, schools division superintendent, district supervisors, and school heads in the municipality of Magpet, Division of Cotabato. After obtaining the approval, the

researcher with the help of the representatives, communicate with teachers of the target schools and request for dates of gathering without disrupting classes, and to give enough time to facilitate the giving of instructions in answering the questionnaire.

On the day of data collection, the respondents are requested to sign a letter of consent, which is specified in the instrument for their voluntary participation of the study. Only those who signed the consent letter are considered as part of this study. Participants are assured that their responses are kept confidential and that their names do not appear in any part of this study. After the data is retrieved, encoding the data with proper label is carried out.

In obtaining qualitative data about how the participants think and feel in the most direct ways, conduct in-depth one-on-one interviews, direct participant observations, and focus group discussion. This method, in fact, assumes fundamental to qualitative research: the participant's perspective on the phenomenon of interest should unfold as the participant views it not as the researcher views it. The interview involved personal interaction where cooperation is essential (Creswell, 2007).

In this study, I used informed consent form with introductory script detailing specifically to the participants the purpose of the study, what the study involved, why asked to take part, that their participation is voluntary, and confidential and their identification in the study are anonymous, what happen to the information they gave, what happen to the results, what the possible disadvantages in taking part and the contact numbers of the researcher. In addition, wherever possible, the interviews conducted in areas free from distractions and at times and locations that will be most suitable for the study participants (Gill, Stewart, Treasure and Chadwick, 2008)

Data Analysis

Mean is used to determine the level of leadership style, teacher motivations and teachers' performance. Moreover, Pearson r-moment correlation is used to measure the relationship of the variables. Furthermore, the Multiple Regression Analysis is utilized to determine the influence of the independent variables on teachers' performance.

The Sobel test was used to determine whether a variable-carries (or mediates) the effect of an independent variable to the dependent variable—the outcome of interest. A significant test statistic offers evidence that an independent variable has an indirect effect (i.e., an effect that is mediated in whole or in part through another variable) on the dependent variable.

This is done by testing the hypothesis that there is no statistical difference between the total effect (i.e., the effect of a specified independent variable on the dependent variable) and the direct effect (i.e., the effect of that same independent variable on the dependent variable) after taking into account the influence of a potential mediator.

Meanwhile, the notes that obtained from in-depth interview and focus groups are analyzed using thematic analysis. This method emphasizes pinpointing, examining, and

recording patterns (or “themes”) within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question (Boyatzis, 1998).

The following are the steps to be follow in the data analysis of the qualitative phase: first, horizontalizing, or listing all relevant expressions; second, reduction of experiences to the invariant constituents; third, thematic clustering to create core themes; fourth, comparison of multiple data sources to validate the invariant constituents; fifth, constructing of individual textural descriptions of participants; sixth, construction of individual structural descriptions; and seven, synthesizing the texture and structure into an expression.

Sequence, Emphasis, and Mixing Procedures

Sequence. The quantitative and qualitative components are collected concurrently in this study. Moreover, this method is used to confirm, cross-validate or corroborate findings and used to overcome a weakness in one method with the strengths of another.

Emphasis. The quantitative and qualitative components have equal emphasis. Nevertheless, the integration happens during the analysis and interpretation phase. The two methods in this design have an equal priority so that both play an equally important role in addressing the research problem.

Mixing Procedures. This design keeps the studies independent during the data collection and analysis and then mixes or merges the results during the overall interpretation. Hence, it illustrate quantitative results with qualitative findings to develop a more complete understanding of a phenomenon.

Figure of Procedures

Figure 2.2 shows the flow of mixed design procedures. The collection of qualitative and quantitative data was done concurrently in one phase. The data were analyzed separately and then compared and/or combined during the analysis and interpretation phase.

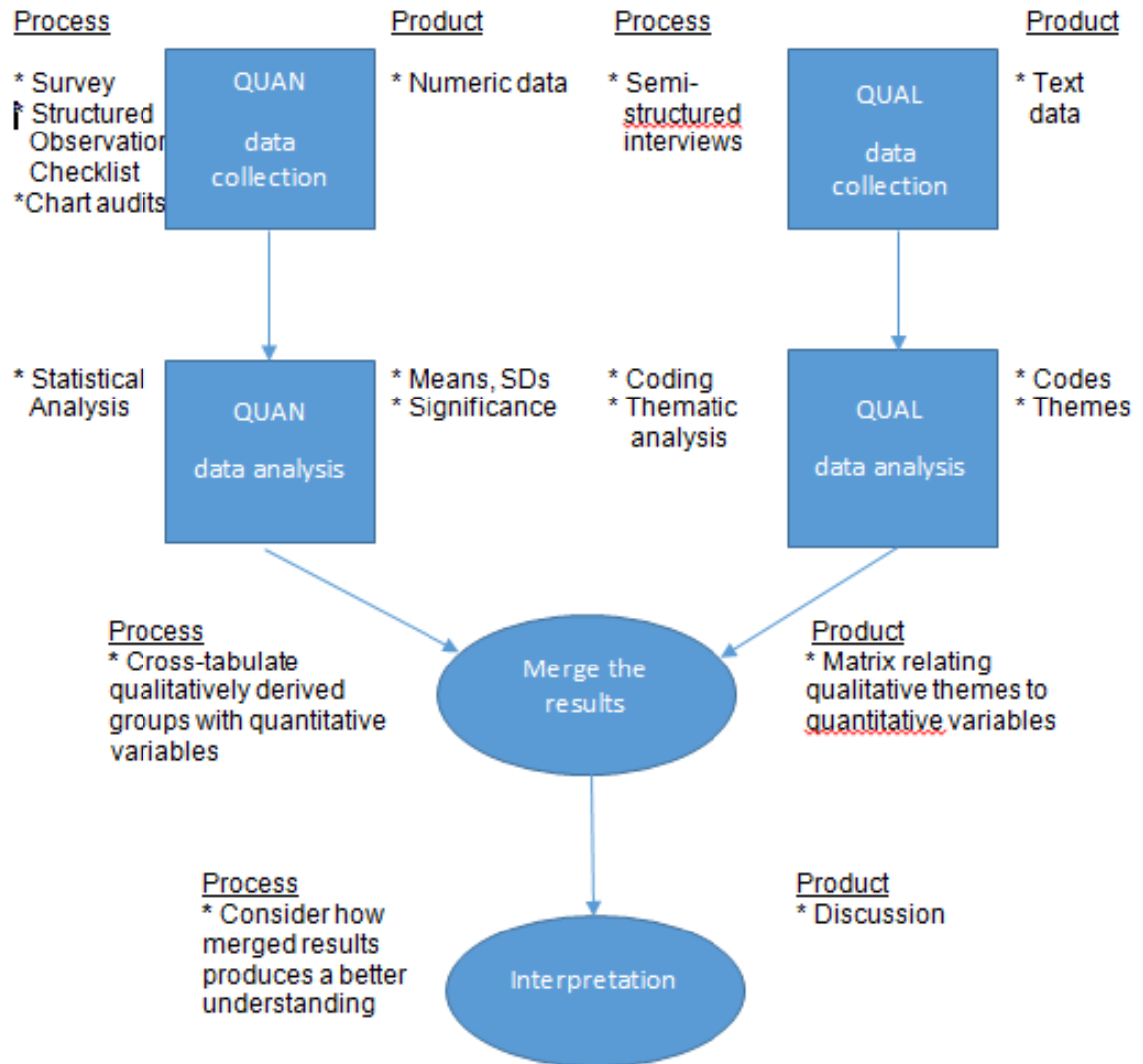


Figure 2.2 Flows of Mixed Design Procedures

RESULTS AND DISCUSSION

This chapter presents the tabulated data, findings of the study, analysis and interpretation of the data obtained from the respondents. The first part discussed the levels of leadership style, teachers' motivation and teachers' performance. The second part shows the relationship between the independent variables, dependent variables.

QUANTITATIVE STRAND

Table 1. Level of Leadership Style

Indicators	Mean	Standard Deviation	Description
Transformational Leadership			
My leader communicates a clear and inspiring vision.	4.08	.664	High
My leader encourages innovation and creativity.	4.02	.722	High
My leader acts as a role model for others.	4.02	.727	High
My leader considers the individual needs of team members.	4.00	.708	High
My leader stimulates others to challenge old assumptions.	3.97	.708	High
Category Mean	4.01	.474	High
Transactional Leadership			
My leader rewards team members for achieving targets.	4.00	.722	High
My leader clearly defines roles and expectations.	3.98	.677	High
My leader uses praise or recognition when goals are met.	4.03	.680	High
My leader intervenes only when standards are not met.	3.93	.753	High
My leader focuses on correcting mistakes and problems.	3.99	.722	High
Category Mean	3.99	.475	High
Servant Leadership			
My leader prioritizes the needs of others before their own.	3.97	.745	High
My leader listens actively to team concerns.	3.94	.733	High

My leader fosters a sense of community in the workplace.	3	.7	High
	.97	19	
My leader helps employees grow both personally and professionally.	3	.7	High
	.92	15	
My leader shares power and promotes team participation.	4	.7	High
	.03	35	
Category Mean	3	.4	High
	.97	86	
Democratic Leadership			
My leader encourages group participation in decision-making.	3	.7	High
	.95	31	
My leader values input from all members.	4	.6	High
	.05	87	
My leader delegates tasks and trusts team members.	3	.6	High
	.96	88	
My leader encourages open communication.	3	.7	High
	.98	11	
My leader seeks consensus before taking action.	3	.6	High
	.90	84	
Category Mean	3	.4	High
	.97	57	
Laissez-Faire Leadership			
My leader allows team members to work independently.	4	.6	High
	.04	76	
My leader provides little supervision or direction.	3	.7	High
	.96	10	
My leader rarely intervenes in day-to-day tasks.	3	.7	High
	.91	14	
My leader trusts the team to set its own goals.	3	.7	High
	.94	69	
My leader avoids making decisions for the group.	3	.7	High
	.98	59	
Category Mean	3	.4	High
	.97	90	
Overall Mean Leadership Style	3	.4	High
	.98	14	

Table 1 shows the level of leadership style of public elementary school heads in the Municipality of Magpet. The leadership style contains five indicators namely transformational leadership, transactional leadership, servant leadership, democratic leadership, and laissez-faire leadership.

The data shows that the level of leadership style towards teachers' performance obtained an overall Mean of 3.98 interpreted as high. The indicators rated the highest was "Transformational Leadership", with a Mean of 4.02 interpreted as high, followed by "Transactional Leadership" with a Mean of 3.99 interpreted as high, then is "Laissez-Faire Leadership" with a Mean of 3.97 interpreted as high, "Democratic Leadership" with a Mean of 3.97 interpreted as high, and "Servant Leadership" with Mean of 3.97 interpreted as high.

This denotes that leadership style is highly observed among public elementary school leaders. This finding is supported by the study of Al-Malki and Juan (2020), who found that transformational and democratic leadership styles significantly enhance teacher motivation and overall job performance in public schools. Their study emphasized that school heads who model vision, collaboration, and supportive behaviors create a more positive learning environment, resulting in improved teacher outcomes.

Similarly, Eliophotou-Menon and Ioannou (2021) highlighted that transformational leadership is strongly associated with higher teacher engagement, better instructional performance, and stronger organizational commitment. This aligns with the current findings where transformational leadership emerged as the most highly observed leadership style among school leaders.

Moreover, Prabowo et al. (2022) reported that leadership styles such as transformational, transactional, and servant leadership positively influence teacher effectiveness, especially in basic education settings. Their study confirms that when school leaders demonstrate clear direction, support, and empowerment, teachers tend to perform better and show higher levels of professional satisfaction.

In terms of transformational leadership, the item got the highest mean was "*My leader communicates a clear and inspiring vision*" with a mean value of 4.08 which described as high level, while item "*My leader stimulates others to challenge old assumptions*" has the lowest mean value of 3.97 with a description of high. The category mean 4.01 which is described as high level of leadership style.

This means that transformational leadership style among public elementary school heads is highly observed. This is supported by the study of Nguyen, Khoi, and Hoang (2020), who found that transformational leadership significantly enhances teachers' motivation, clarity of work goals, and commitment to school improvement. Their research emphasizes that leaders who communicate a clear vision and inspire staff tend to cultivate more positive and productive school environments.

Likewise, Owens and Valesky (2021) noted that transformational school leaders are effective in guiding teachers through instructional changes, promoting innovation, and encouraging reflective teaching practices. Their findings affirm that the ability of school heads to articulate vision and support teacher growth is strongly linked to higher teacher performance.

In transactional leadership, the public-school leaders' exhibits high level of leadership style. In the item *"My leader uses praise or recognition when goals are met"* with the mean of 4.03, while statement *"My leader intervenes only when standards are not met"* has the lowest mean of 3.93 with a description of high. The category mean is 3.99 which is described as high level of leadership style.

This denotes that transactional leadership is highly observed among public elementary school heads. This is supported by the study of Manzoor, Hafiz, and Ahmad (2020), who found that transactional leadership—particularly the use of rewards, recognition, and corrective action—positively influences teacher performance and organizational efficiency. Their findings highlight that teachers respond well to clear expectations and timely reinforcement, which strengthens task completion and accountability.

Similarly, Khan, Nazir, and Shah (2021) reported that transactional leadership behaviors such as contingent reward and active management-by-exception significantly improve employee performance in educational settings. Their study emphasized that when school leaders consistently recognize achievements and address performance gaps, teachers are more likely to remain focused and productive.

In terms of laissez-faire leadership, the results show that item *"My leader allows team members to work independently"* has the highest mean of 4.04 which described as high, while item *"My leader rarely intervenes in day-to-day tasks"* has the lowest mean of 3.91 which described as high. The category mean is 3.98 which is interpreted as high.

This means that the public elementary school head, in terms of laissez-faire leadership style, is highly observed. This finding is supported by the study of Raza and Sikandar (2020), who found that laissez-faire leadership—characterized by giving teachers autonomy, independence, and flexibility—can still result in positive outcomes when staff members are competent and self-directed. Their study highlighted that in school environments with experienced teachers, minimal interference from leaders may encourage creativity and ownership of tasks.

In addition, Adeyemi and Aremu (2022) emphasized that although laissez-faire leadership involves less supervision, it can contribute positively to teacher performance in settings where professional teachers value independence in planning and addressing classroom tasks. This supports the present results showing that such leadership traits are perceived as highly evident among public elementary school heads.

In terms of democratic leadership, the results show that item *"My leader value input from all members"* has the highest mean of 4.05 which described as high, while item *"My leader seeks consensus before taking action"* has the lowest mean of 3.90 which described as high. The category mean is 3.97 which is interpreted as high.

This means that the public elementary school head, in terms of democratic leadership style, is highly observed. This finding is supported by the study of Rahman

and Salam (2020), who found that democratic leadership—characterized by participatory decision-making and valuing teacher input—significantly improves organizational climate and enhances teacher performance. Their study emphasized that when leaders solicit ideas and involve teachers in school decisions, stronger collaboration and higher job satisfaction are achieved.

Similarly, Boateng, Agyeman, and Ansah (2021) reported that democratic leadership in schools fosters open communication, shared responsibility, and collective problem-solving, which contribute to improved teacher engagement and school effectiveness. Their findings align with the current results showing that public school heads commonly practice consultative and participatory leadership.

In terms of servant leadership, the results show that item *“My leader shares power and promotes team participation”* has the highest mean of 4.03 which described as high, while item *“My leader helps employees grow both personally and professionally.”* has the lowest mean of 3.92 which described as high. The category mean is 3.97 which is interpreted as high.

This means that the public elementary school head, in terms of servant leadership style, is highly observed. This is supported by the study of Jaramillo, Mulki, and Boles (2020), who found that servant leadership—characterized by empowering staff, promoting collaboration, and supporting professional growth—positively influences employee performance, commitment, and job satisfaction. Their study emphasized that leaders who prioritize the development and well-being of their team foster a productive and supportive organizational climate.

Similarly, García and Serrano (2021) reported that servant leadership in educational settings enhances teacher motivation, engagement, and instructional effectiveness, as teachers feel valued and supported by school leaders. Their findings align with the present results showing that servant leadership practices are highly evident among public elementary school heads.

Table 2. Level of Teachers' Performance

Indicators	Mean	Standard Deviation	Description
I teach because I enjoy helping students learn.	4.94	0.934	High
I find teaching to be personally rewarding.	3.93	0.903	High
I feel energized and satisfied when I teach.	3.92	0.947	High
I teach because it aligns with my values and passion.	3.87	0.907	High

	Teaching allows me to express myself creatively.	.98	3	.93	1	High
	I teach because I believe education plays an important role in society.	.84	3	.87	4	High
	I teach because I value the contribution I make to students' lives.	.89	3	.86	8	High
	I see teaching as a meaningful way to achieve my personal goals.	.90	3	.94	1	High
	I feel that teaching is aligned with who I am.	.92	3	.93	2	High
0	I choose to teach because I believe in its importance.	.89	3	.94	8	High
1	I teach because I would feel guilty if I didn't.	.89	3	.94	8	High
2	I teach to avoid feeling like I'm failing others.	.98	3	.91	2	High
3	I teach to gain approval from others.	.88	3	.93	4	High
4	I want to prove to myself that I'm a competent teacher.	.84	3	.91	5	High
5	I teach in order to meet expectations.	.78	3	.91	8	High
6	I teach mainly for the salary or benefits.	.96	3	.88	3	High
7	I feel I have to teach due to financial reasons.	.84	3	.97	5	High
8	I feel that my teaching has a real purpose.	.93	3	.92	9	High
9	I teach but feel disconnected from the results.	.86	3	.94	5	High
0	I feel teaching makes a difference.	.88	3	.88	2	High
Overall Mean		.89	3	.43	3	High Level of Teachers' Performance

Table 2 shows the level of teachers' motivation of public elementary school in municipality of Magpet. The statements got the highest mean of 3.98 which described as high are "*Teaching allows me to express myself creatively*" and "*I teach to avoid feeling like I'm failing others*", while statement "*I teach in order to meet expectations*" has the lowest mean of 3.78 described as high. The overall mean of indicator teachers' motivation is 3.89 which is described as high.

The result implies that teachers in public elementary schools are generally highly motivated, finding personal fulfillment, purpose, and creativity in their teaching. It suggests that intrinsic factors, such as self-expression and responsibility toward students, play a significant role in sustaining their motivation, while external expectations are slightly less influential.

In support, the study of Din, Mahmood, and Ali (2020) found that intrinsic motivation, including the desire for personal growth, creative expression, and meaningful impact on students, strongly contributes to teacher performance and engagement. Their research highlighted that teachers who are intrinsically motivated tend to exhibit higher commitment, enthusiasm, and effectiveness in the classroom.

Table 3. Level of Teachers Performance

	Indicators	Mean	Standard Deviation	Description
	I demonstrate mastery of the subject I teach.	.18	.833	High
	I apply appropriate teaching methods and strategies.	.21	.807	High
	I keep myself updated with current educational trends and content.	.20	.844	High
	I reflect on my teaching to improve performance.	.28	.759	High
	I uphold ethical and professional standards in my teaching.	.19	.798	High
	I prepare lesson plans aligned with curriculum standards.	.26	.758	High
	I identify clear instructional goals and outcomes.	.19	.839	High
	I plan lessons that cater to students' needs and abilities.	.26	.839	High
	I organize learning materials and resources ahead of time.	.24	.798	High
0	I set performance targets for my students.	.23	.794	High
1	I manage classroom activities effectively.	.30	.823	High
2	I use instructional time efficiently.	.17	.792	High
3	I apply assessment tools to monitor student progress.	.21	.889	High
4	I adapt my teaching when students struggle to understand.	.20	.811	High

5	I actively engage students in learning activities.	.22	4	.82	High
6	I complete assigned teaching duties on time.	.18	3	.84	High
7	I maintain accurate records of student achievement.	.32	5	.78	High
8	I follow school policies and directives consistently.	.21	2	.81	High
9	I communicate regularly with parents about student progress.	.26	9	.78	High
0	I contribute to school activities outside my classroom role.	.31	2	.77	High
Overall Mean		.23	0	.67	High Level of Teachers Performance

Table 3 shows the level of teachers' performance of public elementary school teachers in the municipality of Magpet. The statement that obtained the highest mean of 4.32, interpreted as high, is "I maintain accurate records of student achievement", while the statement "I use instructional time efficiently" has the lowest mean of 4.17, also interpreted as high. The overall mean of the indicator teachers' performance is 4.23, interpreted as high.

The result implies that teachers are well-prepared, set clear and fair expectations, maintain a positive attitude, exercise patience with students, and regularly assess their teaching practices. They are able to adjust instructional strategies to accommodate the needs of diverse learners and align teaching methods with curriculum goals. Moreover, teachers demonstrate a deep understanding of the curriculum, plan lessons effectively, implement high-quality instruction, and continuously assess students' learning to promote mastery and improve achievement.

In support, the study of Khan, Shah, and Rehman (2020) found that high-performing teachers exhibit effective classroom management, thorough lesson planning, and continuous assessment practices, which significantly contribute to student learning outcomes. Their research highlighted that teachers who systematically plan, deliver, and evaluate instruction are better able to meet diverse student needs and enhance overall educational performance.

Table 4. Relationship between the Variables

VARIABLES	R	p-value	Remarks
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Leadership and Teachers' Motivation	.578	.000	Highly Significant
Leadership and Teachers' Performance	.647	.000	Highly Significant
Teachers' Motivation and Teachers Performance	.636	.000	Highly Significant

*Not Significant at .05 level

Table 4 shows the relationship between leadership style, teachers' motivation, and teachers' performance. The result indicates that all the independent variables have a significant relationship with teachers' performance ($p < 0.05$).

Particularly, the correlation between leadership style and teachers' motivation revealed a p-value of 0.000, which is less than the 0.05 level of significance. This indicates that there is a significant relationship between the two variables. Thus, the null hypothesis, which states that "*There is no significant relationship between leadership style and teachers' motivation*", is rejected, with a moderate degree of correlation ($r = 0.578$).

In support, the study of Al Mamun, Hasan, and Hossain (2020) found that effective leadership styles, particularly transformational and democratic leadership, significantly enhance teacher motivation by fostering a supportive and participatory school environment. Their research highlighted that when school leaders provide clear vision, recognition, and opportunities for professional growth, teachers demonstrate higher motivation, engagement, and commitment to achieving instructional goals.

Similarly, Nguyen and Pham (2021) emphasized that leadership behaviors directly influence teacher motivation, which in turn affects teaching performance and student outcomes. Their study supports the present findings, demonstrating that strong leadership practices are crucial in promoting teacher motivation and overall educational effectiveness.

Moreover, the result shows that the correlation between leadership style and teachers' performance revealed a p-value of 0.000, which is less than the 0.05 level of significance. This indicates that there is a significant relationship between the two variables. Thus, the null hypothesis, which states that "*There is no significant relationship between leadership style and teachers' performance*", is rejected, with a moderate degree of correlation ($r = 0.647$).

As supported by the study of Suleiman, Abdulkareem, and Al-Shammari (2020), leadership styles—particularly transformational and transactional leadership—positively impact teacher performance by establishing clear expectations, providing guidance, and recognizing achievements. Their study emphasized that school leaders who effectively

guide, motivate, and support teachers contribute significantly to higher instructional quality and overall teacher effectiveness.

Similarly, Afolabi and Adeoye (2021) found that leadership behaviors directly influence teacher performance by fostering a positive organizational climate, encouraging professional development, and promoting accountability in teaching practices. Their findings align with the present results, highlighting that effective leadership is a key determinant of teachers' professional performance in school settings.

Finally, the results show that the correlation between teachers' motivation and teachers' performance revealed a p-value of 0.000, which is less than the 0.05 level of significance. This indicates that there is a significant relationship between the two variables. Thus, the null hypothesis, which states that "*There is no significant relationship between teachers' motivation and teachers' performance*", is rejected, with a moderate degree of correlation ($r = 0.636$).

This is supported by the study of Din, Mahmood, and Ali (2020), who found that higher levels of teacher motivation—both intrinsic and extrinsic—positively influence teaching performance, classroom management, and student learning outcomes. Their research emphasized that motivated teachers are more committed, innovative, and consistent in implementing instructional strategies, which enhances overall educational effectiveness.

Similarly, Hussain, Khan, and Shah (2021) reported that teacher motivation is a key predictor of performance, noting that motivated teachers demonstrate greater engagement, efficiency, and quality in lesson delivery. Their findings align with the present results, confirming that teacher motivation plays a critical role in improving instructional performance in schools.

Table 5. Influence of Leadership and Teachers' Motivation on Teachers' Performance

Variables	Unstandardized Coefficients		Standardized Coefficient Beta	T	p-value	Remarks
	B	Standard Error				
(Constant)	698.213			3.280	.034	
Teachers' Motivation	.424	.057	.394	7.422	.000	Highly Significant

Leadership style	.473	.060	.420	7.917	.000	Highly Significant
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Note: R=.723^a, R-square=.522, F=139.374, P<.05

Table 5 presents the results of regression analysis, which aims to identify the significant predictors of teachers' performance. The result indicates that teachers' motivation and leadership style were found to be significant predictors of teachers' performance.

Teachers' motivation has a significant direct effect on teachers' performance ($\beta = 0.424$, $p < 0.05$). This means that the regression weight for teachers' motivation in predicting teachers' performance is significantly different from zero at the 0.05 level (two-tailed). The value of 0.424 indicates that for every one-unit increase in teachers' motivation, an increase of 0.424 in teachers' performance can be expected.

The finding is in consonance with the study conducted by Din, Mahmood, and Ali (2020), which reported that motivated teachers are more engaged, committed, and effective in implementing instructional strategies, resulting in improved teaching performance. Their research emphasized that both intrinsic and extrinsic motivation significantly contribute to teachers' ability to plan, deliver, and assess instruction effectively.

Similarly, Hussain, Khan, and Shah (2021) found that teacher motivation is a strong predictor of teaching performance, highlighting that motivated teachers consistently demonstrate higher instructional quality, classroom management skills, and student engagement, which ultimately enhance overall school performance.

Moreover, leadership style has a significant direct effect on teachers' performance ($\beta=.473$, $p<.05$). This means that the regression weight for leadership style in the prediction of teachers' performance is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .473 revealed that in every increase of a single unit in the leadership style, an increase of .473 in teachers' performance can be expected.

This is supported by Dewi et al. (2021) found that leadership style significantly and positively influenced teachers' performance among elementary school teachers, indicating that improvements in leadership practices lead to corresponding improvements in teacher work outcomes. Similarly, Sutrisni and Sarwoko (2021) reported that leadership style had a positive and significant effect on teacher performance using multiple regression analysis, confirming that leadership behaviors are strong predictors of teachers' effectiveness.

In the same vein, Yuniarti, Ahmad, and Fitriani (2021) demonstrated that leadership style significantly affects teachers' performance, both directly and indirectly through job satisfaction, suggesting that supportive and effective leadership enhances teachers' motivation and productivity. Moreover, a systematic review by Putra et al.

(2022) concluded that various leadership styles, particularly transformational and democratic leadership, consistently show significant positive relationships with teacher performance across different educational contexts.

Mediating Effect of Teachers' Motivation on the relationship between Leadership Style and Teachers' Performance

Table 6. Type of Mediation Used

Type of mediation		Significant
Sobel z-value	5.410278	$p = <0.000001$
95% Symmetrical Confidence Interval		
	Lower	.12790
	Higher	.27321
Unstandardized indirect effect		
	a*b	.20055
	se	.03707
Effective Size		
Measures		
<u>Standardized Coefficients</u>		R^2 Measures
	.647	(Variance)
Total:	.420	.420
Direct:	.228	.418
Indirect:	.352	.001
Indirect to Total ratio		.002

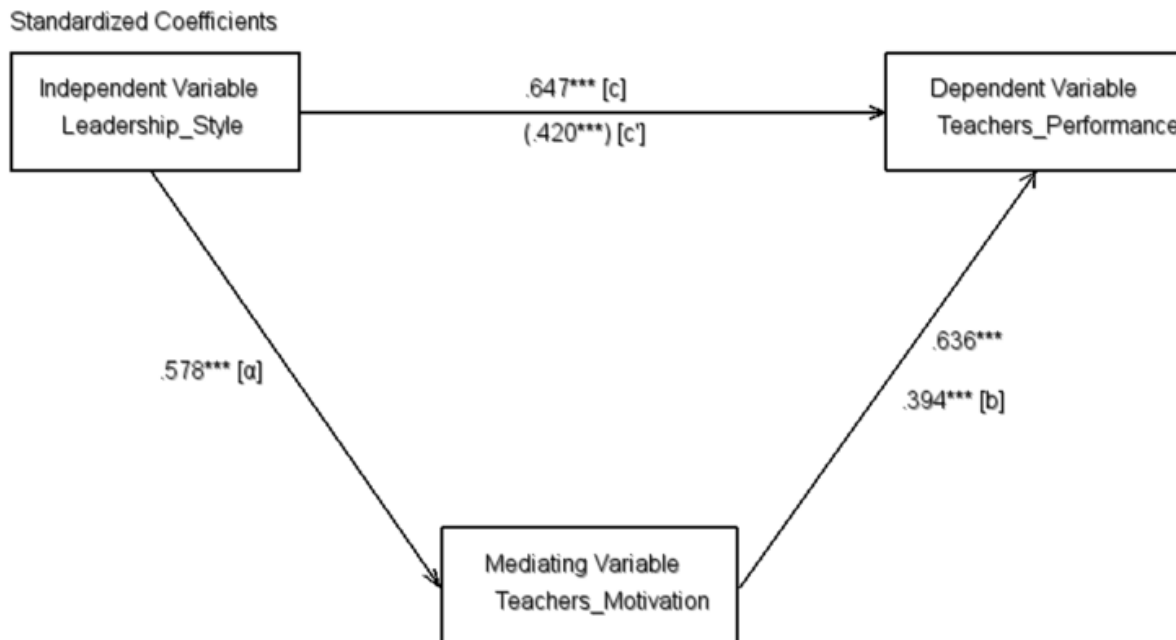


Figure 3. Mediation Model

Table 6 shows the use of Medgraph involving Sobel Test provides analysis on the significance of mediation effect. Hence, it can determine whether the mediation is full or partial. As can be gleaned in figure, the direct effect of teachers' motivation on teachers' performance decreases from beta of .647 to .420 when mediator variable was placed in the relationship model. Since the direct effect of leadership style on teachers' performance is highly significant, it would imply full mediation.

Meanwhile, Sobel's test denotes that there is a significant mediation that takes place in the model ($z=5.410278$, $p<.01$). Since it is full mediation, it could totally claim that teachers' motivation is the reason leadership style can influence teachers' performance. This indicates that teachers' motivation is a contributory factor on how leadership style affects teachers' performance.

QUALITATIVE STRAND

Collaborative Output of Qualitative Survey

The collaborative output of qualitative survey. The interviews from the participants have generated six essential themes namely: leadership style diversity and its nuanced influence on teacher motivation, the balance between control and autonomy in leadership practice, the role of emotional climate and recognition in teacher performance, impact of leadership on professional growth and instructional effectiveness, the importance of trust, transparency, and communication in leadership, and suggestions for balancing authority with empathy and greater involvement.

Table 7: Leadership Style Diversity and Its Nuanced Influence on Teacher Motivation

Issues Probed	Codes/ Categories	Significant Statements	The mes	Meaning
How do different leadership	Strict but Fair; Authoritative;	"She monitors reports closely and	Lea dership style	Teacher motivation varies depending on

styles influence teacher motivation?	Democratic; Visionary; Charismatic	gives both reprimands and praises when necessary." (P1)	diversity and its nuanced influence on teacher motivation	leadership approach, ranging from fear-driven compliance to empowerment and inspiration.
		"He always sets clear goals and lets us plan our strategies to reach them." (P3)		
		"Because she's strict, we do our best to perform well and fulfill our responsibilities." (P10)		

Table 7 shows participants' own understanding of how leadership styles influence their motivation, emphasizing that effective school leadership is not limited to a single approach but often combines multiple styles to meet the needs of teachers. Many participants highlighted that leaders who balance guidance, support, and accountability create a motivating environment. They reported that leaders who monitor performance, provide timely feedback, and recognize achievements help them feel valued, supported, and responsible for their work. This is evident in the following quote from a participant:

"She monitors our reports closely and gives both reprimands and praises when necessary." (P1)

"He always sets clear goals and lets us plan our strategies to reach them." (P3)

"Our principal is very hands-on sometimes its too much. He wants to be involved in every single detail." (P4)

"She's very kind and avoids conflicts. Everyone feels relaxed around her." (P5)

"Her leadership inspires me to give my best. She recognizes our small successes, which really motivates us." (P7)

"She's helpful, strict, and really dedicated to her work." (P10)

This statement highlights the dual role of school leaders in providing guidance, recognition, and corrective feedback, which directly impacts teacher motivation. This finding is supported by the study of Al-Malki and Juan (2020), who found that leadership behaviors combining both transactional and transformational elements—such as monitoring performance, giving feedback, and recognizing achievements—significantly enhance teacher motivation and engagement. Their research emphasized that teachers respond positively to leaders who balance accountability with support and encouragement.

The Balance Between Control and Autonomy in Leadership Practice

Issues Probed	Codes / Categories	Significant Statements	The mes	Meaning
How do leaders balance supervision with teacher independence?	Visi onary; Hands-on; Democratic	“He always sets clear goals and lets us plan our strategies to reach them.” (R3) “I follow orders precisely because I don’t want to be reprimanded” (P6) “He always communicates respectfully. Even when correcting mistakes, he focuses on improvement. That builds my confidence as a teacher.” (P13)	The balance between control and autonomy in leadership practice	Effective leadership combines clear direction with autonomy, allowing teachers to exercise professional judgment and initiative.

Table 8 shows that participants highlighted that effective leadership in schools requires a careful balance between providing guidance and allowing teachers autonomy in their work. While some level of control is necessary to ensure accountability, maintain standards, and achieve school goals, excessive control can stifle creativity and reduce motivation. Conversely, providing autonomy empowers teachers to make instructional decisions, experiment with teaching strategies, and take ownership of their professional growth, which enhances engagement and job satisfaction. This balance is illustrated in the participants’ remarks:

"He always sets clear goals and let us plan our strategies to reach them." (P3)

"I follow orders precisely because I don't want to be reprimanded" (P6)

"He always communicates respectfully. Even when correcting mistakes, he focuses on improvement. That builds my confidence as a teacher." (P13)

"He encourages us by saying, 'Kaya nyo yan!' He trusts us to manage our work independently. That boosts my confidence, though frequent grade changes can be tiring." (P16)

"Principal Gamma's leadership is fair and motivational. She values our opinions and gives recognition for our hard work. That keeps me inspired to teach better." (P17)

These statements show that teachers appreciate leaders who are neither overly controlling nor completely hands-off, but who can adapt their approach depending on the situation. This finding aligns with the study of Raza and Sikandar (2020), which noted that a balanced leadership approach combining oversight with autonomy enhances teacher motivation, creativity, and performance. Similarly, Nguyen, Khoi, and Hoang (2020) emphasized that leaders who provide guidance while allowing flexibility enable teachers to take initiative, make professional judgments, and feel valued in the decision-making process.

Table 9. The Role of Emotional Climate and Recognition in Teacher Performance

Issue s Probed	Codes/ Categories	Significant Statements	Themes	Meaning
How does leadership affect the emotional environment and recognition of teachers?	Kind and Conflict- Avoiding; Charismatic; Strict but Fair	"When he highlights my work at meeting, I felt valued and more motivated to do better" (P3) "Her gentle approach removes pressure and makes me enjoy teaching." (R5) "It motivates me because he appreciates our	The role of emotional climate and recognition in teacher performance	A supportive emotional climate and recognition enhance teacher satisfaction, confidence, and performance.

work constantly.”
(P8)

Participants emphasized that the emotional climate established by school leaders significantly affects their performance. A positive emotional environment: characterized by support, encouragement, and mutual respect, fosters teachers’ commitment, engagement, and willingness to go beyond basic responsibilities. Recognition, both in the form of praise for accomplishments and constructive feedback for improvement, was repeatedly highlighted as a motivating factor that reinforces high performance. This is evident in the participants’ statements:

“When he highlights my work at meeting, I felt valued and more motivated to do better” (P3)

“Her gentle approach removes pressure and makes me enjoy teaching.” (R5)

“When the principal acknowledges our hard work, it motivates me to plan better lessons and be more attentive to students’ needs” (P6)

“It motivates me because he appreciates our work constantly.” (P8)

“During a school crisis, she stayed calm and guided us well. Her leadership-maintained order and peace. It was admirable.” (P14)

These experiences indicate that teachers perform better when they feel valued and supported, suggesting that the emotional climate created by leaders is as important as formal policies and procedures. Recognition serves not only to reward achievement but also to signal that teachers’ efforts are noticed and appreciated, which in turn strengthens their commitment and effectiveness.

This finding is supported by the study of Al-Malki and Juan (2020), which highlighted that school leaders who cultivate a positive emotional climate and actively recognize teacher contributions significantly enhance motivation, engagement, and instructional performance. Similarly, Eliophotou-Menon and Ioannou (2021) reported that acknowledgment and emotional support from leaders are key factors in sustaining teacher performance, as they create a sense of belonging, professional satisfaction, and personal investment in teaching outcomes.

Table 10. Impact of Leadership on Professional Growth and Instructional Effectiveness

Issues Probed	Codes / Categories	Significant Statements	Themes	Meanings
How does leadership support teachers’	Visi onary; Hands-on; Helpful and Strict	“When he highlights my work in a meeting, I felt valued and more	Impact of leadership on professional	Leadership provides mentoring and feedback

professional growth and instructional effectiveness?	motivated to do better.” (R3) “Because she’s strict, we do our best to perform well and fulfill our responsibilities” (P10) “She inspires me to continue improving my craft. Her support in seminars and activities enhances my skills. I’m grateful for her guidance.” (P4)	growth and instructional effectiveness	promotes professional growth and improved instructional practices.
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Participants emphasized that the leadership practices of school heads have a direct impact on their professional growth and instructional effectiveness. Leaders who provide guidance, mentorship, and opportunities for professional development enable teachers to refine their teaching skills, explore innovative strategies, and adapt to the diverse needs of their students. Effective leadership was described as not only overseeing tasks but also investing in the continuous improvement of teachers’ knowledge and competencies. This is illustrated in the participants’ remarks:

“When he highlights my work in a meeting, I felt valued and more motivated to do better.” (P3)

“Because she’s strict, we do our best to perform well and fulfill our responsibilities” (P10)

“She inspires me to continue improving my craft. Her support in seminars and activities enhances my skills. I’m grateful for her guidance.” (P4)

“It improved my confidence in leading classroom activities.” (P7)

“Her encouragement to innovate made me more creative in class. She pushes us to grow and believes in our potential. I’m proud to work under her.” (P17)

These experiences indicate that professional growth and instructional effectiveness are closely linked to the leadership style practiced in the school. Leaders who actively mentor, coach, and provide constructive feedback help teachers enhance lesson planning, classroom management, and student engagement.

This finding is supported by the study of Suleiman, Abdulkareem, and Al-Shammari (2020), which found that transformational and servant leadership behaviors such as supporting teacher development, providing guidance, and empowering staff significantly improve instructional quality and teacher performance. Similarly, Afolabi and Adeoye (2021) reported that when school leaders invest in the professional growth of teachers, it results in improved teaching practices, higher student achievement, and a culture of continuous learning within schools.

Table 11. The Importance of Trust, Transparency and Communication in Leadership

Issues Probed	Codes/ Categories	Significant Statements	Themes	Meaning
How do trust, transparency, and communication influence teacher–leader relationships?	Generous but Non-transparent; Democratic	“He could trust teachers more and delegate tasks more freely” (P4) “I trust my leader because she is honest with us and communicates clearly about what is expected” (P8) “She could be more open about school funds to build full trust.” (P9)	The importance of trust, transparency, and communication in leadership	Transparency and open communication build trust, which strengthens teacher commitment and organizational cohesion.

Participants highlighted that trust, transparency, and effective communication are critical elements of successful school leadership. Leaders who communicate openly, share information clearly, and maintain honesty in decision-making foster a sense of trust among teachers. This trust strengthens collaboration, reduces misunderstandings, and

encourages teachers to engage fully in their instructional responsibilities. This is evident in the participants' statements:

- "He could trust teachers more and delegate tasks more freely" (P4)*
"I trust my leader because she is honest with us and communicates clearly about what is expected" (P8)
"She could be more open about school funds to build full trust." (P9)
"I think being more present and communicative would inspire teachers more." (P2)
"Fair treatment and clear communication make me feel valued. It builds trust and teamwork. Those are the things I appreciate most." (P15)

These reflections suggest that when teachers perceive transparency and open communication from their leaders, they are more likely to feel confident, valued, and committed to their work. Trust creates a safe and supportive environment where teachers can share ideas, raise concerns, and implement innovative strategies without fear of unfair judgment or negative consequences.

This finding is supported by the study of Nguyen, Khoi, and Hoang (2020), which emphasized that transparent communication and trust-building are fundamental to effective school leadership. Their research showed that teachers who experience high levels of trust in their leaders demonstrate increased motivation, engagement, and instructional effectiveness. Similarly, Al-Malki and Juan (2020) reported that leaders who prioritize open communication, honesty, and transparency foster stronger professional relationships and a positive organizational climate, which directly enhances teacher performance and satisfaction.

Table 12. Suggestions for Balancing Authority with Empathy and Greater Involvement

Issues Probed	Codes/ Categories	Significant Statements	Themes	Meaning
What improvements do teachers suggest in leadership approaches?	Democratic; Hands-on; Kind and Conflict-Avoiding	"He could trust teachers more and delegate tasks more freely." (P4) "She could be more open about school funds to build full trust" (P9) "She holds us accountable but also understands when we face	Suggestions for balancing authority with empathy and greater involvement	Teachers recommend leadership practices that combine authority with empathy, delegation, and shared decision-making to enhance

challenges, which motivates me to work harder” (P8)	motivation and performance.
“Clearer communication channels would enhance coordination. It prevents misunderstandings.” (P15)	

Participants emphasized that effective leadership requires a careful balance between maintaining authority and demonstrating empathy. While enforcing rules, standards, and accountability is necessary to ensure organizational effectiveness, leaders who show understanding, compassion, and consideration for teachers’ perspectives create a more supportive and motivating work environment. Involving teachers in decision-making processes further enhances engagement, ownership, and collaboration. This is evident in the participants’ remarks:

- “He could trust teachers more and delegate tasks more freely.” (P4)
- “She could be more open about school funds to build full trust” (P9)
- “She holds us accountable but also understands when we face challenges, which motivates me to work harder” (P8)
- “I hope for more empowerment in decision-making. It builds trust between leaders and teachers.” (P14)
- “Clearer communication channels would enhance coordination. It prevents misunderstandings.” (P15)

These statements suggest that teachers value leaders who combine firmness with flexibility—those who set clear expectations while also acknowledging the challenges teachers face and providing support when needed. Empathy, coupled with shared decision-making, helps cultivate trust, morale, and professional commitment.

This finding is supported by the study of Al-Malki and Juan (2020), which highlighted that leaders who balance authority with empathy and involve staff in school decisions create a positive organizational climate, leading to higher teacher motivation and performance. Similarly, Eliophotou-Menon and Ioannou (2021) reported that participative leadership, combined with emotional support and fairness, enhances teachers’ engagement, satisfaction, and instructional effectiveness.

Table 13. Joint Display of Salient Quantitative and Qualitative Findings

Aspects / Focal Points	Quantitative Findings	Qualitative Findings	Axiological Implications
Leadership Style	High overall leadership style (M = 3.98). Transformational leadership highest (M = 4.02), followed by transactional, laissez-faire, democratic, and servant leadership.	Teachers observed diverse leadership behaviors: strict but fair, visionary, hands-on, democratic, servant-oriented, balancing guidance, feedback, and autonomy.	Ethical leadership promotes fairness, trust, and professional conduct. Leader's modeling integrity and supportive practices create a morally grounded school culture that positively influences teacher motivation and performance.
Teacher Motivation	High overall motivation (M = 3.89). Highest-rated items: "Teaching allows me to express creativity" and "I teach to avoid feeling like I'm failing others." Lowest: "I teach to meet expectations" (M = 3.78).	Motivation influenced by emotional support, recognition, autonomy, and accountability. Teachers respond differently depending on leadership style—feeling empowered, inspired, cautious, or fearful.	Leaders have an ethical responsibility to foster motivation through recognition, support, and autonomy. Encouraging intrinsic motivation strengthens teacher engagement, dedication, and professional integrity.
Teacher Performance	High overall performance (M = 4.23). Highest-rated items: accurate record-keeping (M = 4.32), effective lesson planning (M = 4.26). Lowest: efficient use of instructional time (M = 4.17).	Performance improved by mentorship, leadership feedback, professional growth opportunities, and constructive supervision. Teachers adjust instruction and demonstrate mastery of curriculum.	Leaders ethically support performance by providing guidance, professional development, and accountability. Promoting high-quality teaching reflects moral responsibility to students and the school community.

Relationship Between Variables	Leadership style–motivation ($r = 0.578$), leadership style–performance ($r = 0.647$), motivation–performance ($r = 0.636$), all $p < 0.05$. Teachers' motivation fully mediates the effect of leadership style on performance.	Teachers' motivation and performance increase when leaders provide clear goals, recognition, autonomy, and emotional support. Leadership style directly shapes engagement and instructional effectiveness.	Leadership decisions carry ethical weight, as they influence teacher well-being, commitment, and effectiveness. Supporting motivation ensures that leadership practices enhance both professional growth and student outcomes.
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Table 13 shows the joint display of salient quantitative and qualitative findings. It shows the nature and function of data integration in both quantitative and qualitative findings of the study.

Leadership Style: The findings reveal that public elementary school heads in the Municipality of Magpet exhibit a high level of leadership style overall (Mean = 3.98), with transformational leadership being the most observed, followed by transactional, laissez-faire, democratic, and servant leadership. Qualitative data highlight diverse leadership practices, including strict but fair, visionary, hands-on, democratic, and servant-oriented approaches, reflecting a balance of guidance, feedback, and autonomy. School leaders are morally responsible for modeling ethical, fair, and supportive behavior, as their leadership directly shapes teachers' motivation, professional conduct, and the learning environment. Leaders who act ethically foster trust, fairness, and commitment among teachers.

Teacher Motivation: Teachers' motivation is generally high (Mean = 3.89), with intrinsic factors such as creativity, self-expression, and responsibility toward students being the strongest drivers. Qualitative findings show that motivation is influenced by emotional support, recognition, autonomy, and, to some extent, fear or accountability. Promoting teacher motivation is both an ethical and practical responsibility for school leaders. By recognizing teachers' efforts, providing emotional support, and encouraging autonomy, leaders cultivate a morally grounded and positive school culture that encourages dedication and professional integrity.

Teacher Performance: Teachers' performance is rated high (Mean = 4.23), with top-rated items including accurate record-keeping, lesson planning, and classroom management. Qualitative data show that performance is enhanced by professional growth opportunities, mentorship, leadership recognition, and constructive feedback. Ensuring high teacher performance aligns with the ethical duty of school leaders to provide equitable opportunities for professional development, guidance, and support.

Effective leadership fosters a culture of accountability, responsibility, and excellence, which benefits both teachers and students.

Relationship Between Variables: Correlational analysis shows significant relationships between leadership style and teacher motivation ($r = 0.578$), leadership style and teacher performance ($r = 0.647$), and teacher motivation and performance ($r = 0.636$), all at $p < 0.05$. Regression and mediation analyses reveal that teachers' motivation fully mediates the effect of leadership style on performance, indicating that leadership influences performance primarily through motivation. Qualitative data support this, showing that teachers respond to leadership behaviors with engagement, initiative, and improved instructional effectiveness. Leaders' ethical and supportive practices have a direct impact on motivation and performance, highlighting the moral importance of leadership as a tool to enhance teacher well-being, professional growth, and educational outcomes.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The status of leadership style revealed the result with the overall mean of 3.98 which is described as high degree. The high level indicates that leaders are actively engaging in behaviors that provide clear vision, recognition, mentorship, and autonomy to teachers, fostering a positive and motivating work environment.
2. Teachers' motivation obtained a mean of 3.89, interpreted as a high level. This means that teachers in public elementary schools are generally highly motivated, driven by personal fulfillment, creativity, and a sense of responsibility toward their students, which positively influences their engagement and performance in the classroom.
3. The status of teachers' performance obtained an overall mean of 4.23 which was described as high.
4. There is a correlation between teachers' motivation and leadership style, teachers' motivation and teachers' performance, leadership style and teachers' performance revealed a p value of .000 that less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated.
5. Teachers' motivation partially mediates the relationship between leadership style and teachers' performance.
6. The lived experiences on teachers' performance have generated six essential themes namely; leadership style diversity and its nuanced influence on teacher motivation, the balance between control and autonomy in leadership practice, the role of emotional climate and recognition in teacher performance, impact of leadership on professional growth and instructional effectiveness, the importance of trust, transparency, and

communication in leadership, and suggestions for balancing authority with empathy and greater involvement.

7. There is a high extent of corroboration between quantitative and qualitative results. Quantitative values express parallelism in terms of findings with the identified qualitative data.

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