

# Teachers' and Students' Perceptions of Principal's Leadership Styles and Motivation: A Comparative Study

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## Abstract

Leadership styles play a crucial role in shaping the motivation of individuals within educational institutions, influencing both teachers' and students' motivation. This study investigated the relationship between leadership styles and motivation, focusing on how the principal's leadership influences the motivation of teachers to teach and students to study. Correlational, comparative design was used with 20 high school teachers and 197 students as respondents. Data were gathered using the Multifactor Leadership Questionnaire, the Work Tasks Motivation Scale for Teachers, and the Motivated Strategies for Learning Questionnaire. Analysis methods included weighted mean, t-test, and Spearman Correlation. Results revealed that the principal predominantly demonstrates transformational leadership, particularly idealized influence and inspirational motivation, while laissez-faire leadership is the least observed. Both teachers and students reported high motivation to teach and study, respectively. No significant relationship was found between the principal's leadership style and teachers' motivation to teach, possibly due to established routines and the principal's recent tenure. In contrast, a significant positive relationship was observed between the principal's leadership style and students' motivation to study. The study concluded that teacher motivation is shaped by intrinsic and contextual factors rather than leadership, while transformational leadership significantly enhances student motivation. These findings underscored the importance of trust-building and active leadership in fostering a supportive educational environment.

**Keywords:** principal leadership styles, teacher motivation, student motivation

## Chapter 1

### THE PROBLEM AND A REVIEW OF RELATED LITERATURE

Motivation among teachers and students has been widely known to be influenced by several factors, but one that has been recognized as a leading important determinant of these motivations is the school leadership. The school leadership, specifically the school principal, initially sets and shapes the environment of the school community, leading to direct and influence teachers' motivations and students' engagements. Most of the known leadership styles are theoretically based on transformational, transactional, and passive leadership. According to Hoque and Raya (2023), adopting supportive and motivational styles in school leadership has been found to be effective in producing a school environment that has a positive and productive atmosphere. This has then the implication of how a leadership style and its association with motivation have a major role in educational success. The leadership style creates an

educational environment with an atmosphere of improved teacher performance and improved student learning outcomes.

Several studies have been known to show how varied leadership styles impact teacher motivation in certain aspects. One of these studies recently conducted by Sarwar et al. (2022), found that principals who have democratic leadership in a school environment have a tendency to positively impact teacher performance, as this style of leadership involves teachers in the process of decision-making, further enhancing their motivation, sense of autonomy, and relatedness at work. Other studies, on the other hand, have shown how principal leadership style significantly impacts motivation and performance among learners. The study of Özdemir and Bellibaş (2022) for example, found that a school principal's leadership style that focuses on promoting an environment of collaboration and emphasizing quality of instruction directly influences the motivational level among students, thus showing and improving overall academic performance. Moreover, research shows that principal leadership plays a significant role in influencing student motivation, particularly in small school settings. A study conducted in Perak, Malaysia, found that the instructional leadership of principals in small schools is at a moderate level, highlighting the need for improved leadership practices to enhance student outcomes (Rahman et al., 2017). Similarly, a comprehensive review by the Wallace Foundation concluded that effective principals have a positive impact on student achievement, underscoring the importance of strong leadership in fostering student motivation and success (The Wallace Foundation, 2021).

With existing literature and research findings, a principal's leadership style has been proven to influence the motivation of teachers and students; however, a gap remains when it comes to comparing the perceptions between teachers and students. Possible differences in perceptions between teachers and students have not been thoroughly explored and examined, while most of the studies are focused only on determining the impact of leadership styles on teachers' or students' motivation within an educational environment (Shepherd-Jones, 2015). This identified gap becomes significant to be studied since a principal's leadership approach in the school community can be effective but may not be fully experienced across different groups of the entire school, possibly leading to discrepancies in motivational strategies. By addressing this research gap, benefits can be gained, as this would add a more comprehensive understanding of how different leadership styles in the school can be improved for the sake of the whole community, along with its stakeholders.

This study was conducted to examine the relationship between the principal's leadership style and the motivation among teachers to teach and students to study, as perceived also by teachers and students. Additionally, these perceptions of principal's leadership styles between teachers and students were compared to determine any differences or alignment. Through this examination of different groups' viewpoints, this study aimed to provide insights among school leaders that can help them adopt different leadership styles and practices that would be beneficial to all stakeholders. This study was conducted in one of the private schools in Dipolog City, Zamboanga del Norte.

### **Review of Related Literature**

These pieces of information that follow provide additional insights that are beneficial to the study and support the claims of the researcher, possibly supporting the future findings and results.

### **Leadership Styles**

A leadership style is a way and approach someone uses to direct, guide, and motivate their team (Bass &

Avolio, 1994). Leadership style not only encompasses a leader's behavior, strategy, and practices when interacting with their team, but it also directly influences the overall performance of an organization, as well as the subordinates' satisfaction across different settings like schools, businesses, healthcare institutions, and even the government (Northouse, 2016). Various leadership styles offer frameworks to categorize these behaviors of a leader, and among these styles are transactional, transformational, and laissez-faire leadership (Avolio & Bass, 2001). Bass and Avolio (1994) focused more on these three leadership styles and developed a tool that assesses leadership style, which now has been widely used and accepted, the Multifactor Leadership Questionnaire (MLQ). These leadership styles are then perceived by the subordinates or followers across various settings and environments.

### ***Transformational Leadership***

Bass and Avolio (1991) suggested that transformational leadership seeks to inspire and motivate followers to go beyond their individual purpose for the benefit of all. Transformational leaders also create climates characterized by a high degree of intellectual stimulation, creativity, and individual attention. Additionally, they suggested that transformational leaders express themselves in five dimensions—idealized influence (attributed inability and behavioral disinterestedness), inspirational motivation, intellectual stimulation, and individualized consideration. Studies conducted in schools have proved that transformational leadership leads to enhanced teacher engagement and positive student outcomes (Wang et al., 2023). In the context of management, it has been shown that transformational leadership is associated with higher levels of staff satisfaction and improved patient outcomes (McFadden et al., 2009).

**Idealized Influence Type.** Idealized influence, a core component of transformational leadership, involves leaders acting as role models, earning admiration, trust, and respect from their followers. These leaders exhibit high ethical standards and prioritize the needs of the group over personal interests, thereby fostering a collective sense of mission (Bass & Riggio, 2006). In educational settings, principals who demonstrate idealized influence can significantly impact both teacher engagement and student outcomes. By embodying the values and behaviors they wish to instill, such leaders inspire educators to commit more deeply to their teaching roles, which in turn enhances student performance (Leithwood & Jantzi, 2005). Similarly, in healthcare, leaders who practice idealized influence contribute to higher levels of staff satisfaction and improved patient care, as their ethical conduct and dedication set a standard for the entire organization (Gabel, 2013). Thus, idealized influence serves as a pivotal element in transformational leadership, driving positive outcomes across various professional domains.

**Inspirational Motivation Type.** Inspirational motivation, a key facet of transformational leadership, involves leaders articulating a compelling vision that inspires and motivates followers to exceed their individual goals for the collective benefit. This approach fosters a shared sense of purpose and encourages commitment to organizational objectives (Bass, 1985). Research indicates that leaders who employ inspirational motivation can elevate employee engagement and performance by aligning individual aspirations with the organization's mission (Wang et al., 2011). In educational settings, principals who utilize inspirational motivation have been shown to enhance teacher commitment and student achievement by promoting a cohesive and motivating school culture (Leithwood & Jantzi, 2005). Similarly, in corporate environments, leaders who effectively communicate an inspiring vision can drive organizational change and improve overall performance (McFadden et al., 2009). Thus, inspirational motivation serves as a critical component of transformational leadership, facilitating positive outcomes across various sectors.

**Intellectual Stimulation Type.** Intellectual stimulation, a fundamental component of transformational leadership, involves leaders encouraging followers to challenge existing assumptions, explore innovative

solutions, and approach problems from new perspectives. This leadership style fosters an environment where creativity and critical thinking are valued, leading to enhanced problem-solving capabilities within the organization (Bass & Riggio, 2006). Research indicates that leaders who employ intellectual stimulation can significantly boost organizational innovation and effectiveness by promoting a culture of continuous learning and adaptability (García-Morales et al., 2008). In educational settings, principals who practice intellectual stimulation inspire teachers to develop and implement novel instructional strategies, thereby improving student engagement and learning outcomes (Leithwood & Jantzi, 2005). Similarly, in corporate environments, leaders who encourage intellectual stimulation empower employees to contribute creative ideas, facilitating organizational growth and competitiveness (Pieterse et al., 2010). Thus, intellectual stimulation is a critical element of transformational leadership, driving innovation and excellence across various sectors.

### ***Transactional Leadership***

A transactional approach to leadership focuses on the principle of trade-offs, it is, rewards or punishments to an individual's performance. Two dimensions of transactional leadership as outlined in the Multifactor Leadership Questionnaire (MLQ) are: contingent rewards and management by exception (active and passive). In educational contexts, for example, such type of leadership may work well in ensuring adherence to rules and meeting of preset goals, say, for example, better discipline among students (Chee et al., 2023). Nevertheless, it has been argued that transactional leadership is unlikely to promote the kind of innovative processes that are required for transformational educational change (Leithwood & Jantzi, 2005).

**Contingent Reward Type.** Contingent reward leadership, a fundamental aspect of transactional leadership, involves leaders establishing clear expectations and providing specific rewards when followers meet these expectations. This approach is based on a system of exchanges where compliance and performance are rewarded, thereby motivating followers through extrinsic incentives (Bass, 1985). Research indicates that contingent reward leadership can effectively enhance employee performance and satisfaction by clarifying roles and linking rewards directly to goal attainment (Judge & Piccolo, 2004). However, its focus on extrinsic motivation may not foster the same level of innovation and intrinsic motivation as transformational leadership styles (Eisenberger & Shanock, 2003). In educational settings, contingent reward strategies have been shown to improve teacher performance when rewards are perceived as fair and attainable, yet they may not encourage the same depth of professional growth as more transformational approaches (Koh et al., 1995). Therefore, while contingent reward leadership can be effective in achieving specific outcomes, it may be less effective in promoting long-term commitment and creativity compared to transformational leadership styles.

**Management-by-Exception.** Management-by-exception (MBE) is a component of transactional leadership where leaders focus on monitoring and addressing deviations from established standards. This approach is divided into two forms: active and passive. In active MBE, leaders proactively monitor subordinate performance, anticipating and correcting issues before they escalate. Conversely, passive MBE involves leaders intervening only after problems have become significant or when performance standards are not met (Howell & Avolio, 1993).

Research indicates that active MBE can be effective in maintaining organizational stability by ensuring compliance with established procedures and promptly addressing issues (Bass, 1985). However, passive MBE is generally associated with less favorable outcomes, as delayed interventions may allow problems to worsen, potentially leading to decreased employee morale and performance (Eagly et al., 2003).

Furthermore, studies suggest that while MBE focuses on corrective actions, it may not foster innovation or proactive problem-solving among employees, as it emphasizes adherence to existing standards over creative thinking (Bass & Avolio, 1993).

In educational settings, principals employing active MBE may effectively uphold academic standards by closely monitoring teaching practices and student performance, intervening when necessary to address issues. However, reliance on passive MBE could result in unresolved problems affecting school performance and climate. Therefore, while MBE can maintain order and consistency, it may be less effective in promoting a culture of continuous improvement and innovation compared to more transformational leadership approaches.

### ***Laissez-Faire Leadership***

The Laissez-Faire leadership style, which denotes the lack of decision-making and looking away from responsibilities, is often considered a misfit for leaders. Leaders termed as Laissez-Faire in the MLQ do not set goals nor do they inspire their subordinates, which results in a lack of employee engagement and efficiency (McColl-Kennedy & Anderson, 2005). In educational institutions, it has been noted that the use of laissez-faire types of leadership leads to under-performance of the teachers and consequently underperformance of the students (Eyal & Roth, 2011). Research indicates that laissez-faire leadership is generally associated with negative organizational outcomes, including reduced employee satisfaction, lower productivity, and increased turnover rates (Skogstad et al., 2014). Employees under such leadership often feel unsupported, which can lead to decreased motivation and engagement. Moreover, the absence of active leadership can result in higher levels of workplace incivility, as the lack of oversight allows negative behaviors to go unchecked (Erkutlu & Chafra, 2018). Therefore, while laissez-faire leadership may grant autonomy, its passive nature often undermines organizational cohesion and effectiveness.

### **Impact of Leadership Styles on Teacher Motivation**

Teacher motivation plays a crucial role in the quality of education and student outcomes, and leadership styles directly influence the motivational dynamics within schools. Based on Self-Determination Theory (SDT), the Work Tasks Motivation Scale for Teachers (WTMST) developed by Fernet et al. (2008) categorizes teacher motivation into four types: intrinsic motivation, identified regulation, introjected regulation, and external regulation. Each of these motivational dimensions is impacted by the leadership style adopted by school administrators.

One of the most effective methods to deal with the issue of an inner sense of satisfaction with a task other than the situation of getting a reward is intrinsic motivation. A consistent finding of the study was that transformational leadership plays the main role in the process of immature motivations of teachers. Transformational educators are able to excite teachers by using three tools- giving them intellectual stimulation, personal support, and the vision of the future, all of which are designed to enhance both their personal satisfaction and commitment to the job (Ryan & Deci, 2017). Eyal and Roth (2011) concluded that transformational leadership effectively fosters teachers' intrinsic motivation by empowering them to plan independently and providing motivation, leading to greater competence and fulfillment in their roles. On the other hand, truly absent management, manifested by the absence of any kind of initiative, is closely connected with the occurrence of low internal stimulation, as the personnel might feel isolated and discounted (Skogstad et al., 2007). When there are no committed efforts to empower teachers from the management, the teachers' satisfaction will decrease as they may not be able to find a clearly satisfying personal reason for doing their jobs.

Identified regulation places a person in a scenario where he/she feels that the task is really very valuable to them, and the most significant part of it is found in its process, even though the work itself may not be interesting. Transformational leadership backs the identified regulation approach by elaborating a vision of work as something that is purposeful and meaningful to educators. Principals who motivate teachers to integrate their tasks with their personal growth and professional attainments support them to internalize the meaning of their work, even when the tasks themselves are difficult (Leithwood & Jantzi, 2005). In the context of the educational system, the more the teachers who view their principals as transformational, the higher their reliability on the school's vision and goals is. As a result, they are more inclined to identify (Fernet et al., 2008).

Moving the transactional leadership domain to our attention, we can say that such leadership has a less positive impact on identification regulation. Transactional leaders are those who use threats and rewards to motivate teachers, which can get them enthusiastic at first but do not necessarily assist them in finding the value of their labor. Consequently, teachers can be held accountable for their actions but not truly understand the reasons why these tasks are needed (Judge & Piccolo, 2004).

According to the self-contradiction theory, introjected regulation is the kind of regulation in which individuals, in order to deny their guilt or thereby increase their ego and self-esteem, do tasks that initially are already not their own. Introject is the less autonomous personality, that is such that the person is under an internal form of pressure to conform rather than my priority. By the way, transformational leaders can turn the number of students attending school by providing opportunities for individual growth and total students development instead of the need for doing laws. When teachers feel supported and valued for their contributions, they are less likely to be motivated by the feeling of guilt or the need to prove themselves (Deci & Ryan, 2000). The study conducted by Fernet et al. (2012) showed that transformational leadership practices can decrease the level of introjected regulation through the improvement of teachers' self-esteem and sense of belonging.

On the other hand, transactional leadership can rather enhance the regulation of introject by increasing employee pressure and the need for demonstrating performance and compliance through rewards and punishments. Academicians in such settings might be under pressure to prove their worth and, in this way, be responsible for their own problems, leading to intensified guilt and anxiety (Eyal & Roth, 2011).

Among all the presented types of commitment, extrinsic regulation is the kind with the least autonomy, which is when actions are brought only by external rewards or pressures. Transactional leadership is directly connected to outside regulation and is based on contingent rewards and the use of incentives as a basis for driving performance (Bass & Avolio, 1994). In an environment in which transactional leadership prevails, educators are mostly motivated by the wish to get rewards or the fear of being punished rather than the intrinsic satisfaction or the fact that they are identifying deeply with the goals of the school (Fernet et al., 2008). While it might be a quick fix to the problem of behavior, it would be difficult to maintain a long-term motivation of the learner or sustain his/her full engagement.

Often, there is an establishment of external regulation with the slack-laissez-faire leaders because they take no decision and offer no feedback. For example, Laissez-faire leaders who are teachers' counterparts most often seem to long for attention and this in turn can make them feel bad or disengaged as there is nothing that has been added externally to catch their behavior (Skogstad et al., 2007).

### **Impact of Leadership Styles on Student Motivation**

Leadership styles have a profound influence on various dimensions of student motivation, as outlined in

the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al. and further researched by Bin Dayel et al. (2018). These dimensions include intrinsic and extrinsic goal orientation, task value, control of learning beliefs, and self-efficacy for learning and performance.

Intrinsic goal orientation refers to students engaging in tasks not for the sake of pleasing the teacher or gaining a good grade, but for its inner-fulfillment. Transformational leadership is a positive influence on this aspect by encouraging the developmental of a learning environment emphasizing students' curiosity and intellectual growth. Leaders who create a vision that everyone can understand and who promote the use of just the right amount of challenging create experiences that students are spontaneously eager to join (Leithwood & Jantzi, 2005). As indicated in a study by Kosnin (2007), the schools that are run by transformational leadership practice are likely to raise the students' engagement and their intrinsic motivation by reminding them that learning is about enjoyment rather than getting points or rewards.

Extrinsic motivation is the students' motivation that is stimulated by the six clothes of the rewards and praise, such as grades. Extrinsic motivation is mostly strengthened by transactional leadership which directs rewards as well as penalties to the students. In a scenario where rewards are employed as the reinforcement of successful education, students can work more only for grades. However, this can result in the dependency on the external approval for the incentive (Fernet et al., 2008). Investigations display that while the above way might be successful in the short run, it is far away from long-term involvement or deep learning (Judge & Piccolo, 2004).

Task value is the worth and importance of a given task as defined by the employee. Transformational leaders thus help to readily improve the Task-Identification-Value by linking academic activities with higher order values as well as future goals. For example, leaders who champion context relevance by stressing the application of learning content create high perceptions of task usefulness among students since they recognize how content mastery is useful later in life (Bin Dayel et al., 2018). This could be especially relevant in contexts where learners require organizational recognition that they are not employed solely for performance (Trautner & Schwinger, 2020).

Academic control of learning beliefs is defined as the extent to which a student feels he or she has control over the learning process. The students who think in a manner associated with strong control beliefs are convinced that their efforts will pay off. Transformational leadership enhances high control of learning beliefs by increasing the students' perception of their ability to learn their subjects through effort and perseverance (Roth et al., 2016). Leader-initiated autonomy and individual granting lead to believing in one's ability, hence empowering the students.

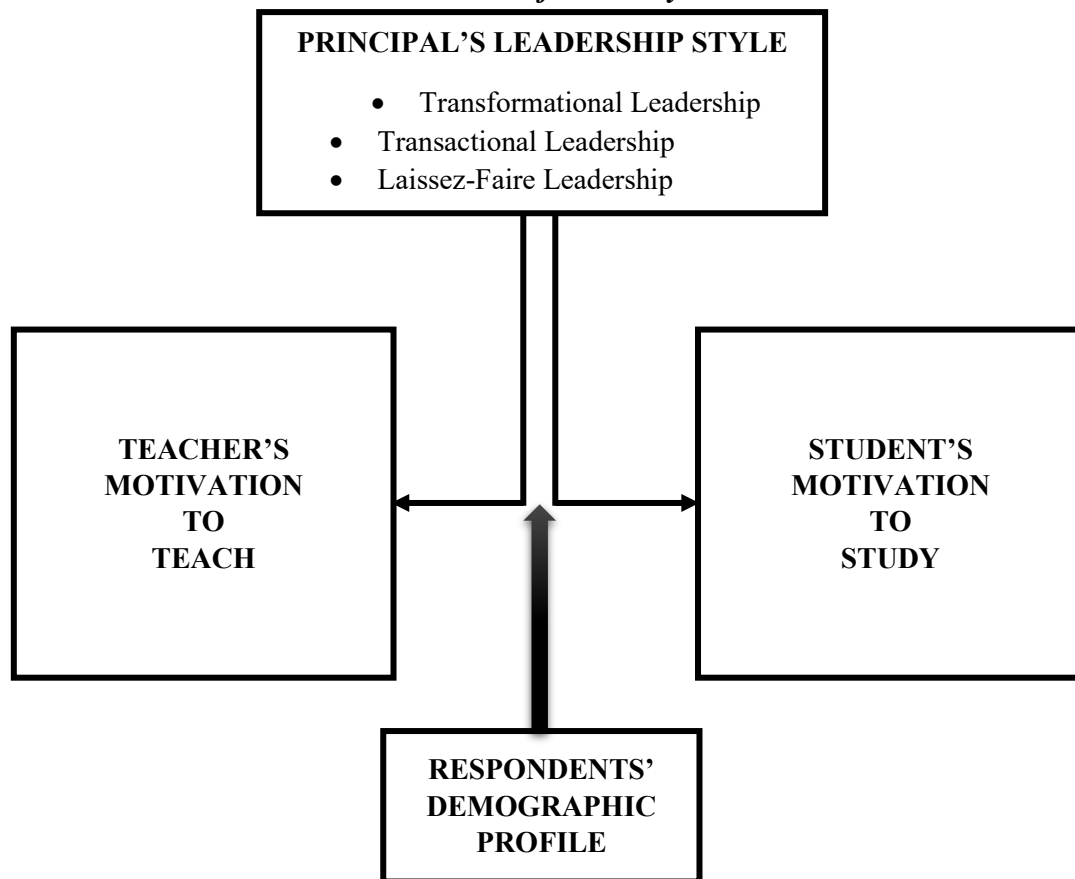
Academic self-efficacy means self-confidence regarding knowledge and ability to execute classes and homework. As it has been established, transformational leadership increases the students' self-efficacy due to the promotion of perceived accomplishment. Those behaviors, when leaders set goals and give feedback to students, assist students in developing confidence about the outcomes of their academic performance. The study conducted by Muis et al. (2015) revealed that students in school that have transformational leaders are fully effective, and that the self-efficacy is positively associated with academic success and student persistence.

### **Conceptual Framework**

The conceptual framework of the study, with the main goal of examining the relationship between the leadership styles of the principal and motivation among teachers to teach and students to study, is shown in Figure 1.

In the figure, the leadership style of the principal serves as the independent variable of the study. The leadership style, which was determined by the teachers and learners, can be Transformational, Transactional, or Laissez-Faire type of leadership. On the other hand, the motivation of the teachers (to teach) and of the learners (to study) are considered the dependent variables of the study. Teacher motivation to teach was determined through Intrinsic Motivation, Identified Regulation, Introjected Regulation, and External Regulation. In contrast, the motivation of the students to study was determined by Intrinsic Goal Orientation, Extrinsic Goal Orientation, Task Value, Control of Learning Beliefs, and Self-Efficacy for Learning and Performance. Moreover, the relationship between these variables was determined, as shown in the figure through the arrows.

**Figure 1**  
*Schema of the Study*



In addition to the variables are the demographic characteristics of the students and teachers, which served as the intervening variable. Significant differences between the perceptions of the teachers and students were identified as to what leadership style the principal has. Furthermore, perceptions between teachers and students the principal's leadership styles and their association with their motivations were compared.

**Statement of the Problem**

In general, the study aimed to examine the relationship between the leadership styles of the principal and motivation among teachers to teach and students to study. It also aimed to compare perceptions between teachers and students on the leadership styles of the principal and their association with their motivations.

Specifically, the study aimed to address the following questions:

1. What are the predominant leadership styles exhibited by the principal as perceived by teachers and students?
2. Is there a significant difference between teachers' and students' perceptions regarding the predominant leadership styles exhibited by the principal?
3. What is the level of teachers' motivation to teach?
4. What is the level of students' motivation to study?
5. Is there a significant relationship between the principal's leadership styles and teachers' and students' levels of motivation?

### Research Hypotheses

The study has the following hypotheses:

**H<sub>a1</sub>:** There is a significant difference between teachers' and students' perceptions regarding the predominant leadership styles exhibited by the principal.

**H<sub>a1</sub>:** There is a significant relationship between the principal's leadership styles and teachers' and students' levels of motivation.

### Scope and Delimitations

This study aimed to determine the relationship between principal's leadership styles and motivation among teachers and students. This also aimed to compare the strength of the relationship between the principal's leadership style and teachers' motivation to teach and the principal's leadership style and students' motivation to study. The leadership styles of the principal were based on the perceptions of the teachers and students using the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1994). Motivation among teachers to teach was determined using the Work Tasks Motivation Scale for Teachers (WTMST) by Fernet et al. (2008), and motivation among students to study was determined using the Motivated Strategies for Learning Questionnaire by Bin Dayel et al. (2018).

The study was delimited to the junior and senior high school students and teachers of one of the private schools in Dipolog City, Zamboanga del Norte. For the teachers, all the 20 high school teachers were identified as respondents of the study, while for the students, a total of 197 Grade 7 to Grade 12 students were identified as respondents, identified through stratified random sampling. Data gathering was conducted through paper-and-pen format within the school year 2024-2025.

### Significance of the Study

The study is significant as it provides valuable insights for several entities, especially within the educational setting. The study is beneficial to the following:

#### *School Administrators*

This study provides actionable insights into how the principal's leadership style affects the motivation of both teachers and students. Understanding these dynamics allows administrators to refine their leadership strategies to foster a more positive, motivating, and productive school environment. Administrators can use the findings to fit leadership that promotes intrinsic motivation in teaching staff and students.

#### *Teachers*

Teachers, as direct respondents, would gain a better understanding of how leadership affects their motivation to teach. This insight can lead to initiatives that support teacher well-being, enhance job

satisfaction, and reduce burnout. Through the study, improved relationships between teachers and school leaders can be achieved, where leadership styles are adapted to meet the needs of the teaching staff, ultimately enhancing their motivation and effectiveness in teaching.

### ***Students***

The study examines how the principal's leadership influences student motivation, providing insights that could improve student engagement, academic performance, and overall satisfaction with their learning experience. If leadership styles are adapted based on the study's findings, students could experience improved learning conditions, stronger support systems, and more opportunities for personal growth.

### ***Educational Institutions***

Educational institutions would benefit from an enhanced understanding of the relationship between leadership styles and motivation. The findings could guide internal policies related to leadership training, teacher development, and student motivation strategies. The school can use this research to shape leadership development programs and ensure that the leadership style of its principals aligns with fostering a motivating and productive environment for both teachers and students.

### ***Parents***

As indirect stakeholders, parents would benefit from the improved motivation of teachers and students, leading to better academic outcomes for their children. A motivated school environment generally correlates with a higher quality of education. This study may lead to initiatives that enhance school leadership, thereby providing a more conducive learning environment for their children.

### ***Future Researchers***

The study contributes to the growing body of knowledge on leadership and motivation in educational contexts, serving as a reference for future research on leadership styles, motivation, and their relationship in different settings. Researchers can use the findings to further investigate how leadership influences educational outcomes, expanding on this study's methodology and findings to explore other variables or educational settings.

## **Chapter 2**

### **METHODOLOGY**

This section of the paper presents the research methodologies that were utilized in the study. This includes the Research Design, Locale, Respondents, Instruments, Procedure, Statistical Treatment of Data, and Ethical Considerations.

#### **Research Design**

This study employed a correlational, comparative research design. Correlational design was employed in examining the relationship between the principal's leadership styles and motivation among teachers to teach and students to study. Comparative design was utilized in comparing perceptions between teachers and students on the principal's leadership styles and their association with their motivations. Correlational, comparative research is a design approach in quantitative research that examines relationships between two or more variables while also comparing differences between groups. This design is often used in studies aiming to understand associations between variables without manipulating them and to explore potential differences in how groups perceive or respond to these variables (Creswell & Creswell, 2018).

#### **Research Locale**

The study was conducted at one of the private schools in Dipolog City, Zamboanga de Norte, which is located in Fr. Patangan Road, barangay Sta. Filomena. It is a private sectarian institution which is

supervised by the Lasallian Schools Supervision Office (LASSO). The locale has been the leading institution in healthcare, information technology, the service industry, and the social sciences in the province. The campus covers 22,500 square meters of land, including school and office buildings, outdoor fields, and small parks. The school offers undergraduate courses like BS in Information Technology, Nursing, Medical Technology, Midwifery, Pharmacy, Physical Therapy, Radiologic Technology, Accountancy, Accounting Information System, Business Administration, Hospitality Management, and Bachelor of Secondary and Elementary Education. The school's Basic Education Department has been changed into an Integrated School this school year 2024-2025. Presently, the Integrated School has a total of 595 enrolled students.

### Research Respondents

The respondents of the study consisted two groups: learners and teachers. For the learners, both junior and senior high school students had an equal opportunity to participate in the study. The sample size for students was determined using stratified random sampling to ensure that each grade level, from Grade 7 to Grade 12, is adequately represented. For the teachers, all high school teachers were included as participants in the study.

For the school year 2024-2025, the school of focus in the study has a high school population of 400 learners and 20 teachers. With a 95% confidence level and a 5% margin of error, the sample size was computed and determined.

Respondents	Population	Sample
Grade 7	38	19
Grade 8	44	21
Grade 9	45	22
Grade 10	51	25
Grade 11	134	67
Grade 12	88	43
<b>Total</b>		<b>197</b>
Teachers	20	<b>20</b>
<b>Grand Total</b>		<b>217</b>

### Research Instrument

The instrument that was used to gather the data needed for the study was composed of two sets of questionnaires, one for teachers and one for learners.

#### *Instrument for Teachers*

The instrument for teachers has three parts. The first part contained details for their demographics in terms of age, gender, and years of service. The second part contained items that determines the leadership style exhibited by the principal as perceived by the teachers. The items in the second part are adapted from the **Multifactor Leadership Questionnaire (MLQ)** by Bass and Avolio (1994). The MLQ is a well-established tool designed to assess various leadership styles, particularly focusing on transformational, transactional, and laissez-faire leadership. The MLQ helps identify how leaders influence their teams and is widely used in organizational and educational research. The last part contains items about the motivation of the teachers to study, which is adopted from the **Work Tasks Motivation Scale for Teachers (WTMST)** by Fernet et al. (2008). The WTMST is a tool designed to assess the motivation of teachers

across various work-related tasks. The WTMST is subdivided into four domains, namely: Intrinsic Motivation, Identified Regulation, Introjected Regulation, and External Regulation. This scale is grounded in Self-Determination Theory (SDT) and is widely used to understand what motivates teachers in their professional tasks, distinguishing between different types of motivation. In interpreting the leadership style exhibited by the principal, a 4-point Likert scale was used.

Scale	Mean Range	Description	Verbal Interpretation
4	3.26-4.00	Often	Leadership style is often exhibited.
3	2.51-3.25	Sometimes	Leadership style is sometimes exhibited
2	1.76-2.50	Once in a while	Leadership style is once in a while exhibited
1	1.00-1.75	Not at all	Leadership style is not at all exhibited

In addition, to determine the specific type of leadership style the principal has exhibited the most, the item segregation per leadership type is provided.

***Types of Transformational Leadership Style in Specific Items***

Type	Item No.	Description
Idealized Influence	7-9	Idealized Influence (II) indicates whether you hold subordinates’ trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.
Inspirational Motivation	10-12	Inspirational motivation (IM) measures the degree to which you provide a vision and demanding goals, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.
Intellectual Stimulation	13-15	Intellectual stimulation (IS) shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs and those of the organization.
Individualized Consideration	4-6	Individualized consideration (IC) indicates the degree to which you show interest in others’ well-being, assign projects individually, and pay attention to those who seem less involved in the group.

***Types of Transactional Leadership Style in Specific Items***

Type	Item No.	Description
Contingent Reward	1-3	Contingent reward (CR) shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

Management-by-exception	19-21	Management-by-exception (ME) assesses whether you tell others the job requirements, are content with standard performance, and are a believer in “if it isn’t broke, don’t fix it.”
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**Type of Passive Leadership Style in Specific Items**

Type	Item No.	Description
Laissez-faire Leadership	16-18	Laissez-faire (LF) measures whether you require little of others, are content to let things ride, and let others do their own thing.

To interpret the level of motivation among teachers to teach, another 4-point Likert Scale was utilized.

Scale	Mean Range	Description	Verbal Interpretation
4	3.26-4.00	Strongly Agree	Has high motivation to teach.
3	2.51-3.25	Agree	Has moderate motivation to teach.
2	1.76-2.50	Disagree	Has low motivation to teach.
1	1.00-1.75	Strongly Disagree	Has no motivation to teach.

**Instrument for Learners**

The instrument that was used for the learners was also composed of three parts. The first part of the questionnaire collected information about the demographics of the learners in terms of age, gender, and grade level. The second part also collected the leadership style exhibited by the principal as perceived by the learners this time, using the same tool, the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1994). For the third part, this collected data on the motivation of the learners to study, which contains items adopted from the **Motivated Strategies for Learning Questionnaire** by Bin Dayel et al. (2018). The MSLQ, as adapted by Bin Dayel et al. in 2018, is a culturally tailored version of the original MSLQ, developed to assess the motivation and learning strategies of students in a specific context. The original MSLQ, designed by Pintrich and De Groot (1990), is a self-report instrument used to measure college students' motivation and learning strategies in a course-based setting. Bin Dayel et al.’s 2018 adaptation made modifications to improve relevance for students in different educational and cultural environments. Bin Dayel et al.’s version was the one adopted in the study and has five domains, namely: Intrinsic Goal Orientation, Extrinsic Goal Orientation, Task Value, Control of Learning Beliefs, and Self-Efficacy for Learning and Performance.

To interpret the level of motivation to study among learners, a 4-point Likert Scale was used along with its mean range, description, and verbal interpretation.

Scale	Mean Range	Description	Verbal Interpretation
4	3.26-4.00	Strongly Agree	Has high motivation to study.
3	2.51-3.25	Agree	Has moderate motivation to study.
2	1.76-2.50	Disagree	Has low motivation to study.
1	1.00-1.75	Strongly Disagree	Has no motivation to study.

**Research Procedure**

The process of conducting the study and collecting data included performing a pilot test before the actual data gathering. This step is necessary as the research instrument contains a set of questions adapted and

slightly modified from the original questionnaire. Specifically, the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1994), originally designed as a self-assessment tool, has been adjusted to capture the perspectives of teachers and learners regarding their perceptions of the principal's leadership style.

### ***Preliminary Procedures***

To assess the reliability and internal consistency of the modified MLQ, a pilot test was conducted with selected 20 Grade 6 learners and 10 grade school teachers of the research locale. For the Grade 6 learners, parental consent was obtained before their inclusion in the study. After parental permission was secured, the learners were given 3-5 minutes to answer the Multifactor Leadership Questionnaire. Teachers who participated in the pilot test were also allotted 3-5 minutes to answer the questionnaire. After data collection, Cronbach's alpha was calculated to determine the reliability and internal consistency of the questionnaire.

The pilot testing of the modified Multifactor Leadership Questionnaire had a Cronbach's Alpha of 0.946, which meant that the instrument has an excellent reliability and internal consistency.

### ***Data Gathering***

Following pilot testing of the research instrument, the actual data gathering was conducted. First, permission to conduct data gathering with learners and teachers at the identified school was obtained from the School President, with and endorsement from the Vice President for Basic Education. Upon receiving the permission, participation consent forms were distributed to the students, to those who were the actual respondents in the study.

Each respondent was given 5-7 minutes to complete the questionnaire in a paper-and-pen format. This process was followed by the faculty respondents. After gathering the necessary number of responses, the completed questionnaires were collected, tallied, and prepared for data analysis and interpretation.

### **Statistical Treatment of Data**

The data that was collected in the study was analyzed and interpreted using the following statistical tools:

#### ***Weighted Mean***

This was used to determine the mean response of the respondents per item in the MLQ, WTMST, and the Motivated Strategies for Learning Questionnaire.

#### ***t test***

This was used to determine the significant difference between teachers' and students' perceptions regarding the predominant leadership styles exhibited by the principal.

#### ***Spearman Correlation***

This was utilized to determine and interpret the significant relationship between the principal's leadership styles and teachers' motivation to teach, and principal's leadership styles and students' motivation to study.

### **Ethical Considerations**

The conduct of this study adhered to established principles of research ethics. The researcher ensured that all information gathered during the study was accurate, reliable, and honest. Respect was given to all learners who participated in the study, with their confidentiality and privacy being prioritized. The information collected was used solely for research purposes and was handled in a manner that ensured it would not harm or disadvantage the students.

Data collection followed proper protocols, including the submission of formal letters for approval and permission from all relevant offices. Furthermore, consent forms were provided to both the students and their guardians, which were duly signed to confirm that participation was entirely voluntary and free from any form of coercion. Chapter 3

**RESULTS AND DISCUSSION**

This chapter discusses the presentation and analysis of data, collected from the data gathering. The sequence of presentation is in accordance to the questions stipulated in the statement of the problem

**Predominant Leadership Type Exhibited by the Principal**

The predominant leadership style exhibited by the principal is determined by the perceptions of the teachers and the students. The leadership styles are identified using the Multifactor Leadership Questionnaire (MLQ), in which the identified types are Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, Contingent Reward, Management-by-exception, and Laissez-faire Leadership. These leadership are all identified with the following theoretical bases: Transformational Leadership, Transactional Leadership, and Passive or Laissez-faire Leadership.

Table 1 presents the predominant leadership style of the principal based on the perception of the teachers. Based on the results, the item “We are proud to be associated with the principal” has the highest weighted mean of 3.95 interpreted as “often exhibited”, which falls under the Idealized Influence type of the Transformational Leadership Style. This implies that the principal has the Idealized Influence type as the predominant leadership style based from the teachers’ perspectives. This aligns with Bass and Riggio’s (2006) assertion that idealized influence is fundamental in inspiring followers and building a collective sense of purpose.

**Table 1**  
*Predominant Leadership Style of the Principal from Teachers’ Perspectives*

Statements	Weighted Mean	Interpretation
1. The principal calls attention to what we can get for what we accomplish.	3.80	Often Exhibited
2. The principal tells us what to do if we want to be rewarded for our work.	3.75	Often Exhibited
3. The principal provides recognition and rewards when we reach our goals.	3.70	Often Exhibited
4. The principal helps us develop ourselves.	3.80	Often Exhibited
5. The principal gives personal attention to those of us who seem rejected.	3.75	Often Exhibited
6. The principal lets us know how he thinks we are doing.	3.70	Often Exhibited
7. We are proud to be associated with the principal.	3.95	Often Exhibited
8. We have complete faith in the principal.	3.90	Often Exhibited
9. The principal makes us feel good to be around him.	3.65	Often Exhibited
10. The principal helps us find meaning in our work.	3.85	Often Exhibited
11. The principal expresses with a few simple words what we could and should do.	3.75	Often Exhibited

12. The principal provides appealing images about what we can do.	3.70	Often Exhibited
13. The principal enables us to think about old problems in new ways.	3.75	Often Exhibited
14. The principal provides us with new ways of looking at puzzling things.	3.75	Often Exhibited
15. The principal gets us to rethink ideas that we had never questioned before.	3.60	Often Exhibited
16. The principal asks no more of us than what is absolutely essential.	2.90	Sometimes Exhibited
17. The principal is content to let us continue working in the same way as always.	2.75	Sometimes Exhibited
18. Whatever we want to do is O.K. with the principal.	2.60	Sometimes Exhibited
19. The principal tells us the standards we have to know to carry out our work.	3.90	Often Exhibited
20. The principal is satisfied when we meet agreed-upon standards.	3.80	Often Exhibited
21. As long as things are working, the principal does not try to change anything.	3.10	Sometimes Exhibited

*Legend:*

4=3.26-4.00 (Often exhibited)

3=2.51-3.25 (Sometimes exhibited)

2=1.76-2.50 (Once in a while exhibited)

1=1.00-1.75 (Not at all exhibited)

Teachers express a high level of pride in being associated with the principal, reflecting the principal's ability to inspire trust and admiration through ethical leadership and positive role modeling. Teachers also report having complete faith in the principal (WM = 3.90), indicating strong confidence in the principal's abilities and leadership. This trust is critical in fostering loyalty and collaboration, as noted by Leithwood and Jantzi (2005), who emphasized the importance of idealized influence in creating a supportive and unified school environment. Furthermore, teachers perceive the principal as approachable and uplifting (WM = 3.65), suggesting the principal creates positive interpersonal relationships that contribute to a healthy work atmosphere. Judge and Piccolo (2004) found that leaders who exhibit such traits enhance motivation and engagement, promoting a culture of mutual respect and teamwork.

On other hand, teachers perceived the principal to be the least in terms of Laissez-faire leadership, with lowest weighted means, all interpreted as "sometimes exhibited". Teachers reported that the principal "asks no more of us than what is absolutely essential" (WM = 2.90), suggesting that the principal occasionally provides minimal directives or requirements. This aligns with Skogstad et al. (2014), who noted that laissez-faire leadership is characterized by limited involvement and a tendency to delegate responsibilities without providing active guidance or oversight. Similarly, the statement, "The principal is content to let us continue working in the same way as always" (WM = 2.75), indicates that the principal occasionally avoids initiating change or challenging the status quo. Such behaviors align with the passive

nature of laissez-faire leadership, where leaders prioritize non-interference and allow subordinates to operate independently (Bass & Riggio, 2006).

The lowest-rated item, "Whatever we want to do is O.K. with the principal" (WM = 2.60), suggests that the principal is sometimes perceived as overly permissive, providing little to no oversight or direction. Research by Eagly et al. (2003) emphasized that laissez-faire leadership can lead to ambiguity and frustration among team members, particularly in settings like schools where clear leadership is critical for achieving organizational goals. The occasional exhibition of laissez-faire leadership suggests that the principal generally avoids this approach, favoring more active engagement in leadership responsibilities. While minimal interference may allow autonomy for experienced teachers, over-reliance on laissez-faire practices can negatively impact organizational effectiveness and teacher satisfaction.

Table 2 presents the summary of the different leadership styles exhibited by the principal based from the perspectives of the teachers.

**Table 2**  
***Summary of Predominant Leadership Style of the Principal from Teachers' Perspectives***

<b>Leadership Style</b>	<b>Average Weighted Mean</b>	<b>Interpretation</b>
Contingent Reward	3.75	Leadership style is often exhibited
Individualized Consideration	3.75	Leadership style is often exhibited
Idealized Influence	3.83	Leadership style is often exhibited
Inspirational Motivation	3.77	Leadership style is often exhibited
Intellectual Stimulation	3.70	Leadership style is often exhibited
Laissez-faire Leadership	2.75	Leadership style is sometimes exhibited
Management-by-exception	3.60	Leadership style is often exhibited

The data indicates that the principal most frequently exhibits transformational leadership behaviors, with idealized influence (3.83) being the highest-rated dimension. Teachers view the principal as a role model who fosters trust, pride, and admiration, aligning with Bass and Riggio's (2006) assertion that idealized influence is central to transformational leadership, building trust and shared purpose among followers. Inspirational motivation (3.77) is also strongly evident, reflecting the principal's ability to articulate a clear and compelling vision that inspires and aligns teachers with organizational goals. Wang et al. (2011) emphasized that leaders employing inspirational motivation enhance engagement and goal alignment by creating a shared sense of purpose.

In contrast, laissez-faire leadership (2.75) is perceived as minimally exhibited. This finding aligns with research suggesting that laissez-faire leadership, characterized by minimal intervention, is generally ineffective in educational contexts, where active leadership is crucial for maintaining motivation and performance (Skogstad et al., 2014).

Table 3 presents the predominant leadership style of the principal based on the perception of the students. From the students' perspectives, the item "We are proud to be associated with the principal" and "We have complete faith in the principal" have the highest weighted means of 3.71 and 3.66, respectively, both interpreted as "often exhibited", which fall under the Idealized Influence type of the Transformational Leadership Style. This predominant leadership type of the principal was also deemed predominant among teachers. This highlights the principal's role as a respected figure who inspires, not just teachers, but also

students and fosters a positive school environment. Leithwood and Jantzi (2005) emphasized that such leadership trait contributes to building a strong sense of school identity and unity.

**Table 3**  
*Predominant Leadership Style of the Principal from Students' Perspectives*

<b>Statements</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. The principal calls attention to what we can get for what we accomplish.	3.57	Often Exhibited
2. The principal tells us what to do if we want to be rewarded for our work.	3.48	Often Exhibited
3. The principal provides recognition and rewards when we reach our goals.	3.31	Often Exhibited
4. The principal helps us develop ourselves.	3.53	Often Exhibited
5. The principal gives personal attention to those of us who seem rejected.	3.39	Often Exhibited
6. The principal lets us know how he thinks we are doing.	3.32	Often Exhibited
7. We are proud to be associated with the principal.	3.71	Often Exhibited
8. We have complete faith in the principal.	3.66	Often Exhibited
9. The principal makes us feel good to be around him.	3.51	Often Exhibited
10. The principal helps us find meaning in our work.	3.57	Often Exhibited
11. The principal expresses with a few simple words what we could and should do.	3.42	Often Exhibited
12. The principal provides appealing images about what we can do.	3.41	Often Exhibited
13. The principal enables us to think about old problems in new ways.	3.38	Often Exhibited
14. The principal provides us with new ways of looking at puzzling things.	3.35	Often Exhibited
15. The principal gets us to rethink ideas that we had never questioned before.	3.31	Often Exhibited
16. The principal asks no more of us than what is absolutely essential.	3.42	Often Exhibited
17. The principal is content to let us continue working in the same way as always.	3.39	Often Exhibited
18. Whatever we want to do is O.K. with the principal.	2.79	Sometimes Exhibited
19. The principal tells us the standards we have to know to carry out our work.	3.58	Often Exhibited
20. The principal is satisfied when we meet agreed-upon standards.	3.55	Often Exhibited
21. As long as things are working, the principal does not try to change anything.	3.44	Often Exhibited

*Legend:*      4=3.26-4.00 (Often exhibited)                      3=2.51-3.25 (Sometimes exhibited)  
 2=1.76-2.50 (Once in a while exhibited)                      1=1.00-1.75 (Not at all exhibited)

Similarly, Laissez-Faire Leadership type was also found to be the least predominant among the other types as perceived by the students, with the item “Whatever we want to do is O.K. with the principal” having the lowest weighted mean of 2.79, the only item interpreted as “sometimes exhibited”. This finding aligns with studies emphasizing the importance of transformational leadership in educational settings, where it has been shown to enhance student and teacher engagement, motivation, and academic outcomes (Leithwood & Jantzi, 2005; Wang et al., 2011).

Table 4 presents the summary of the different leadership styles exhibited by the principal based from the perspectives of the students.

**Table 4**  
***Summary of Predominant Leadership Style of the Principal from Students’ Perspectives***

<b>Leadership Style</b>	<b>Average Weighted Mean</b>	<b>Interpretation</b>
Contingent Reward	3.45	Leadership style is often exhibited
Individualized Consideration	3.41	Leadership style is often exhibited
Idealized Influence	3.63	Leadership style is often exhibited
Inspirational Motivation	3.47	Leadership style is often exhibited
Intellectual Stimulation	3.35	Leadership style is often exhibited
Laissez-faire Leadership	3.20	Leadership style is sometimes exhibited
Management-by-exception	3.52	Leadership style is often exhibited

The table reveals students’ perceptions of the principal’s leadership styles, highlighting idealized influence as the most predominant with an average weighted mean of 3.63. This indicates that students view the principal as a role model who fosters trust, admiration, and pride, traits that are central to transformational leadership. Similar to teachers’ perspectives, this finding underscores the principal’s ability to create meaningful connections with students, contributing to their motivation and engagement in the academic setting.

In contrast, laissez-faire leadership also received the lowest score, with an average weighted mean of 3.20, interpreted as “sometimes exhibited.” This suggests that while the principal occasionally adopts a hands-off approach, such behaviors are minimal and do not characterize the overall leadership style. Skogstad et al. (2014) noted that laissez-faire leadership, though occasionally beneficial for fostering autonomy among highly self-regulated individuals, can lead to ambiguity and reduced guidance if overused. The low frequency of laissez-faire behaviors aligns with the principal’s more active and engaged leadership approach, as reflected in the higher scores for transformational leadership traits.

**Comparison between Teachers’ and Students’ Perceptions of the Principal’s Predominant Leadership Style**

Table 5 presents the result in the test difference between the perceptions of teachers and students regarding the principal’s predominant leadership style.

Based on the result, the perceptions of teachers and students regarding the principal’s use of contingent rewards do not significantly differ ( $t = 3.287, p = 0.081$ ), implying that the test difference is statistically not significant. This implies that both groups consistently recognize the principal’s use of transactional leadership strategies, specifically contingent rewards, to motivate performance. Supporting studies, such as Judge and Piccolo (2004), emphasize that contingent reward leadership foster goal alignment and performance improvements, which may be uniformly appreciated by both groups.

**Table 5**

***Difference between Teachers’ and Students’ Perceptions of the Principal’s Predominant Leadership Style***

Leadership Style	Average Weighted Means	t value	p value	Verbal Interpretation
Contingent Reward	3.75	3.287	.081	Not Significant
	3.45			
Individualized Consideration	3.75	7.003	.020	Significant
	3.41			
Idealized Influence	3.83	6.200	.025	Significant
	3.63			
Inspirational Motivation	3.77	3.962	.058	Not Significant
	3.47			
Intellectual Stimulation	3.70	5.222	.035	Significant
	3.35			
Laissez-faire Leadership	2.75	-3.214	.085	Not Significant
	3.20			
Management-by-exception	3.60	0.362	.752	Not Significant
	3.52			

*At 0.05 Level of Significance*

In terms of Individualized Consideration, the test difference indicates that teachers and students perceive the principal’s individualized consideration differently ( $t = 7.003, p = 0.020$ ), implying that the difference test is statistically significant. Teachers have perceived having experienced more personalized support from the principal in terms of their self-development, status of work done, and giving attention to those who feel rejected. Aligning with Bass and Riggio’s (2006) findings, transformational leaders often prioritize professional development and individualized mentoring. In contrast, students might perceive these efforts less prominently, potentially due to their indirect involvement in leadership interactions.

In terms of Idealized Influence, the analysis suggests that teachers and students have differing views of the principal’s idealized influence ( $t = 6.200, p = 0.025$ ). Teachers have perceived the principal more strongly as a role model due to frequent interactions in professional and organizational settings compared to those of the students. Leithwood and Jantzi (2005) emphasized that idealized influence builds trust and respect, which may be more evident in professional relationships compared to student interactions.

In terms of Inspirational Motivation, no significant difference existed between teachers' and students' perceptions of the principal’s inspirational motivation ( $t = 3.962, p = 0.058$ ). Both groups agreed that the

principal provides a shared vision and inspires purpose. Wang et al. (2011) highlighted that transformational leaders excel in creating a cohesive environment by articulating meaningful goals, which is likely equally perceived by teachers and students.

In terms of Intellectual Stimulation, teachers and students significantly differ in their perceptions of the principal’s intellectual stimulation ( $t = 5.222, p = 0.035$ ). Teachers have recognized the principal’s encouragement of innovation and critical thinking more strongly due to their involvement in professional decision-making processes. García-Morales et al. (2008) noted that intellectual stimulation is crucial for fostering creativity, which might be less evident to students in their educational experience.

In terms of Laissez-Faire Leadership, both teachers and students perceive laissez-faire leadership as minimally exhibited, with no significant difference in their views ( $t = -3.214, p = 0.085$ ). This implies that the principal is viewed to exhibit this type of leadership in a minimal manner. This aligns with studies such as Skogstad et al. (2014), which highlighted the negative impact of laissez-faire leadership and its rarity among effective leaders.

Lastly, in terms of Management-by-Exception, no significant difference in teachers' and students' perceptions of management-by-exception was found ( $t = 0.362, p = 0.752$ ). Both groups acknowledge that the principal employs this transactional leadership style by addressing deviations from standards. Howell and Avolio (1993) emphasized the role of active management-by-exception in maintaining organizational consistency, which appears equally recognized by both groups.

### Teachers’ Motivation Level to Teach

Table 6 depicts the result on the level of motivation among teachers to teach students.

The findings reveal that teachers exhibit a high level of motivation to teach, as indicated by the average weighted mean of 3.53. Among the 12 statements assessed, the highest-rated item, "Because I find it important for the academic success of my students" (3.70), underscores teachers’ strong sense of purpose and commitment to their students’ achievements. This reflects identified regulation, where teachers are motivated by the significance and value of their tasks. This finding aligns with Deci and Ryan’s (1985) Self-Determination Theory, which highlights the role of intrinsic and identified regulation in fostering sustained motivation. Similarly, Leithwood and Jantzi (2005) emphasized that educators driven by the value of their work demonstrate greater engagement and effectiveness in their roles.

**Table 6**  
*Level of Teachers’ Motivation to Teach*

Statements <i>I teach...</i>	Weighted Mean	Interpretation
1. Because I find it interesting to do.	3.65	High Motivation to Teach
2. Because I like teaching.	3.65	High Motivation to Teach
3. Because it is pleasant to carry this task.	3.60	High Motivation to Teach
4. Because I find it important for the academic success of my students.	3.70	High Motivation to Teach
5. Because it allows me to attain work objectives that I consider important.	3.65	High Motivation to Teach

6. Because it is important for me to carry out this task.	3.55	High Motivation to Teach
7. Because if I don't carry out this task, I will feel bad.	3.45	High Motivation to Teach
8. Because I would feel guilty not doing it.	3.40	High Motivation to Teach
9. To not feel bad if I don't do it.	3.30	High Motivation to Teach
10. Because I'm paid to do it.	3.55	High Motivation to Teach
11. Because my work demands it.	3.50	High Motivation to Teach
12. Because the school obliges me to do it.	3.35	High Motivation to Teach
<b>Average Weighted Mean</b>	<b>3.53</b>	<b>High Motivation to Teach</b>

*Legend:*

4=3.26-4.00 (High Motivation)

3=2.51-3.25 (Moderate Motivation)

2=1.76-2.50 (Low Motivation)

1=1.00-1.75 (No Motivation)

Other highly rated items, such as "Because I find it interesting to do" (3.65) and "Because I like teaching" (3.65), highlight the intrinsic enjoyment teachers derive from their profession. These results suggest that intrinsic motivation plays a critical role in their commitment and enthusiasm for teaching. Bass and Riggio (2006) similarly noted that transformational leadership practices, which nurture intrinsic satisfaction, can enhance teacher creativity and dedication.

The lowest-rated item, "To not feel bad if I don't do it" (3.30), reflects introjected regulation, where motivation is influenced by internal pressures such as guilt or avoiding feelings of inadequacy. Although this type of motivation is less autonomous, its presence indicates that internal pressures still play a role in sustaining teachers' compliance with their responsibilities. Deci and Ryan (1985) cautioned that while introjected regulation may encourage performance, it is less sustainable than intrinsic or identified regulation and may contribute to stress over time.

Statements reflecting external regulation, such as "Because I'm paid to do it" (3.55) and "Because my work demands it" (3.50), also received high ratings. These findings highlight the role of external incentives, such as compensation and institutional requirements, in maintaining engagement. However, as Judge and Piccolo (2004) noted, while external rewards are effective in achieving short-term goals, intrinsic motivation is more impactful for long-term commitment and satisfaction.

Overall, the data suggest that teachers' motivation is primarily driven by intrinsic satisfaction and identified regulation, complemented by external and introjected regulation. This balance reflects their dedication to their profession, with a strong focus on student success and professional fulfillment. However, the presence of less autonomous forms of motivation, such as introjected and external regulation, underscores the importance of leadership and organizational strategies in fostering more sustainable and autonomous motivation. Providing opportunities for professional growth, supportive feedback, and recognition of intrinsic contributions can further enhance teacher well-being and effectiveness.

**Students’ Motivation Level to Study**

Table 7 shows the result on the level of motivation among students for learning. The findings revealed an average weighted mean of 3.35, indicating a high level of motivation to study among students. This reflects a general willingness to engage in academic tasks driven by both intrinsic and extrinsic motivational factors. Despite the overall high motivation, variations in specific items highlight key areas of strength and opportunities for improvement.

The highest-rated statement, "Understanding the subject matter of the class is very important to me" (3.64), underscores students’ emphasis on comprehending their coursework. This finding aligns with Deci and Ryan’s (1985) Self-Determination Theory, which highlights intrinsic motivation as critical when students perceive their studies as meaningful and relevant. Similarly, the statement "Getting a good grade in class is the most satisfying thing for me right now" (3.63) reflects strong extrinsic motivation, where students are driven by measurable academic success. Judge and Piccolo (2004) emphasize that extrinsic rewards, such as grades, play a significant role in sustaining short-term academic performance. Additionally, "If I study in appropriate ways, then I will be able to learn the material in a class" (3.61) demonstrates students’ belief in the efficacy of effortful learning, which Bandura (1997) identified as a strong predictor of academic resilience.

**Table 7**  
*Level of Students’ Motivation to Study*

Statements	Weighted Mean	Interpretation
1. The most satisfying thing for me is trying to understand the content as thoroughly as possible.	3.44	High Motivation to Study
2. I prefer class materials that arouses my curiosity, even if it is difficult to learn.	3.29	High Motivation to Study
3. When I have the opportunity in any class, I choose assignments that I can learn from even if they don't guarantee a good grade.	3.15	Moderate Motivation to Study
4. I prefer class materials that really challenge me, so I can learn new things.	3.12	Moderate Motivation to Study
5. Getting a good grade in class is the most satisfying thing for me right now.	3.63	High Motivation to Study
6. The most important thing for me right now is improving my overall grade average, so my main concern in the class is getting a good grade.	3.60	High Motivation to Study
7. I want to do well in the class because it is important to show my ability to my family, friends, and others.	3.50	High Motivation to Study
8. If I can, I want to get better grades in the class than most of the other students.	3.31	High Motivation to Study
9. Understanding the subject matter of the class is very important to me.	3.64	High Motivation to Study
10. It is important for me to learn the study materials in a class.	3.54	High Motivation to Study

11. I think I will be able to use what I learn in a class in other classes.	3.49	High Motivation to Study
12. I think the study material in the class is useful for me to learn.	3.43	High Motivation to Study
13. I like the subject matter of my classes.	3.39	High Motivation to Study
14. I am very interested in the content area of a class.	3.31	High Motivation to Study
15. If I study in appropriate ways, then I will be able to learn the material in a class.	3.61	High Motivation to Study
16. If I try hard enough, then I will understand the class material.	3.56	High Motivation to Study
17. It is my own fault if I don't learn the material in the class.	3.44	High Motivation to Study
18. If I don't understand the class material, it is because I didn't try hard enough.	3.20	Moderate Motivation to Study
19. I'm confident I can understand the basic concepts taught in the class.	3.45	High Motivation to Study
20. Considering the difficulty of a class, the teacher, and my skills, I think I will do well in the class.	3.35	High Motivation to Study
21. I expect to do well in the class.	3.29	High Motivation to Study
22. I'm confident I can do an excellent job on the assignments and tests in a class.	3.18	Moderate Motivation to Study
23. I'm certain I can master the skills being taught in the class.	3.15	Moderate Motivation to Study
24. I'm confident I can understand the most complex material presented by the teacher in a class.	3.03	Moderate Motivation to Study
25. I believe I will receive an excellent grade in my class.	3.03	Moderate Motivation to Study
26. I'm certain I can understand the most difficult material presented in the readings for my class.	2.92	Moderate Motivation to Study
<b>Average Weighted Mean</b>	<b>3.35</b>	<b>High Motivation to Study</b>

*Legend:*

4=3.26-4.00 (High Motivation)

3=2.51-3.25 (Moderate Motivation)

2=1.76-2.50 (Low Motivation)

1=1.00-1.75 (No Motivation)

Moderately rated items, such as "I'm confident I can understand the most complex material presented by the teacher in a class" (3.03) and "I believe I will receive an excellent grade in my class" (3.03), suggest that students feel less confident when faced with more challenging tasks. This indicates a need for targeted interventions to build self-efficacy, such as providing structured feedback, personalized support, and scaffolding of difficult concepts. García-Morales et al. (2008) emphasize that intellectual stimulation fosters critical thinking and deeper engagement, highlighting the importance of addressing these areas.

The statement "If I don't understand the class material, it is because I didn't try hard enough" (3.20) reflects a moderate sense of personal accountability. While this demonstrates some level of self-reflection, it also indicates a need to strengthen students' growth-oriented mindsets. Dweck (2006) suggests that fostering a mindset that frames challenges as opportunities for growth can enhance academic resilience and motivation.

Overall, students' motivation to study is driven by a balance of intrinsic and extrinsic factors, with a strong emphasis on task value and the rewards associated with achievement. However, lower confidence in tackling complex material indicates room for improvement in fostering self-efficacy and intellectual resilience. Teachers and school leaders can address these areas by creating supportive learning environments that emphasize mastery, curiosity, and growth, thereby further enhancing students' motivation and academic success.

**Correlation between Principal's Leadership Style and Teachers' and Students' Motivation Levels**

Table 8 presents the result of the test relationship between teachers' perceived leadership style of the principal and their motivation to teach, as well as students' perceived leadership style of the principal and their motivation to study.

**Table 8**

*Relationship between Principal's Leadership Style and Teachers' and Students' Motivation Levels*

Factors	Rho value (ρ)	P value	Verbal Interpretation
Principal's Leadership Style and Teachers' Motivation to Teach	.123	.607	Not Significant
Principal's Leadership Style and Students' Motivation to Study	.461	<.001	Significant

*At .05 Level of Significance*

**Principal's Leadership Style and Teachers' Motivation to Teach**

The findings indicate that the principal's leadership style has a weak positive but statistically insignificant relationship with teachers' motivation to teach, as reflected by a low rho value ( $\rho = .123$ ) and a high p-value ( $p = .607$ ), which exceeds the 0.05 level of significance. This implies that the relationship between the principal's leadership style and teachers' motivation to teach is statistically not significant. This result further implies that while leadership style may influence certain aspects of teacher performance, it does not have a direct or significant impact on teachers' intrinsic, identified, introjected, or external motivation to teach.

This finding highlights the complexity of factors influencing teacher motivation. Intrinsic motivation, driven by personal satisfaction and a sense of purpose, is often rooted in internal values rather than external influences such as leadership (Deci & Ryan, 1985). Professional development opportunities, external incentives, and personal career aspirations also play significant roles in shaping teacher motivation. Judge and Piccolo (2004) emphasized that although transformational leadership is effective in fostering teacher engagement, intrinsic motivation tends to be self-sustained and less dependent on external factors like leadership style.

Leithwood and Jantzi (2005) observed that while transformational leadership positively impacts teacher engagement and morale, its influence on motivation is mediated by other factors, including the school environment, workload, and support systems. Teachers often face external pressures, such as societal expectations and administrative demands, which may diminish the direct impact of leadership on their motivation. These external challenges can overshadow leadership's potential influence, leading to a greater reliance on personal values and professional development as motivators. This finding emphasizes that while transformational leadership contributes to a positive organizational climate, its direct impact on teacher motivation is limited.

The lack of a significant relationship between the principal's leadership style and teachers' motivation to teach, as observed in this study, can be attributed to the principal's relatively new position and the established routines of the teachers. This aligns with research suggesting that the influence of leadership on teacher motivation develops over time and depends on consistent interactions and demonstrated leadership behaviors.

**Leadership Tenure and Influence.** Research by Hart (1995) emphasizes that new school leaders often require time to establish trust and build meaningful relationships with their staff. During the early stages of leadership, teachers may rely more on established routines and practices rather than adapting their motivation to align with the leadership style of a new principal. This delay in influence is further supported by Leithwood et al. (2008), who noted that transformational leadership impacts teacher motivation and performance more significantly over an extended period as leaders embed their vision and strategies into the organizational culture.

**Established Routines as Motivational Anchors.** Teachers accustomed to specific routines and practices prior to the principal's tenure may develop a sense of stability and self-efficacy that is less dependent on external factors such as leadership. Deci and Ryan (1985) argue that intrinsic motivation is primarily driven by personal satisfaction and professional autonomy, rather than external influences. Similarly, Skaalvik and Skaalvik (2014) highlight that teachers who are self-reliant in their professional practices may derive motivation from their sense of competence and mastery, reducing the immediate impact of leadership changes.

**Adjustments to New Leadership.** A new principal's leadership style may not yet be a factor in teacher motivation due to the adjustment period required for both leaders and staff. Studies by Fuller et al. (2009) indicate that the first few years of a principal's tenure are often marked by a focus on understanding the school's dynamics, establishing credibility, and addressing administrative priorities. During this period, teachers may maintain their motivation through internal factors, such as commitment to students or professional development goals, rather than relying on leadership influences.

Research by Ingersoll (2001) suggests that experienced teachers tend to develop habits and systems that sustain their motivation independently of administrative leadership. Furthermore, Tschannen-Moran and Hoy (2000) noted that organizational trust, which is essential for leadership influence, takes time to build and may be limited during a new principal's early tenure.

#### ***Principal's Leadership Style and Students' Motivation to Study***

In contrast, the results on the correlation between the principal's leadership style and students' motivation to study demonstrated a moderate positive and statistically significant as evidenced by a rho value of  $\rho = .461$  and a p-value of  $<.001$ . This means that the relationship between principal's leadership style and students' motivation to study is statistically significant. This finding underscores the critical role of the principal's leadership style in shaping a learning environment that fosters student motivation.

Transformational leadership behaviors—including idealized influence, inspirational motivation, and intellectual stimulation—emerge as key contributors to a supportive and inspiring school atmosphere that positively influences both intrinsic and extrinsic motivation to learn.

Transformational leadership, as defined by Bass and Riggio (2006), promotes intrinsic motivation by creating a sense of purpose and direction among followers. In educational settings, these behaviors enable principals to inspire students to engage meaningfully in their academic pursuits. Idealized influence, wherein leaders serve as role models, fosters trust and admiration among students, motivating them to align with the school's vision and values. Leithwood and Jantzi (2005) highlighted that transformational leaders in schools enhance student engagement and academic performance by fostering a sense of shared purpose and community.

Inspirational motivation further reinforces this impact by articulating a clear and compelling vision that resonates with students, providing them with a sense of purpose in their educational journey. Research by Wang et al. (2011) found that leaders who employ inspirational motivation can drive collective efforts toward achieving academic goals, fostering a positive outlook on learning.

Intellectual stimulation plays an equally significant role in this relationship. By encouraging students to question assumptions, explore new ideas, and think critically, principals can cultivate an environment of curiosity and intellectual growth. García-Morales et al. (2008) emphasized that intellectual stimulation promotes critical thinking and innovation, essential for sustaining student engagement in complex and dynamic learning contexts.

Engaging directly with students is a pivotal aspect of a principal's role, significantly influencing students' motivation to learn. Active involvement by school leaders fosters a supportive and inspiring educational environment, enhancing student engagement and academic success. Research underscores the importance of instructional leadership in shaping student motivation. Skaalvik (2020) found that principals' self-efficacy in instructional leadership correlates with increased student engagement and reduced emotional exhaustion among teachers, creating a more conducive learning atmosphere. Furthermore, a study by Saeed and Zyngier (2012) highlights that both intrinsic and extrinsic motivations are linked to different types of student engagement. When principals actively participate in the educational process, they can better address these motivational factors, tailoring strategies to meet students' diverse needs.

Additionally, research by García-Morales et al. (2008) emphasizes that intellectual stimulation from leadership encourages critical thinking and curiosity among students, key drivers of motivation. Principals who engage personally with learners can provide such stimulation, promoting a culture of inquiry and enthusiasm for learning.

Overall, the findings suggest that the principal's leadership style does not significantly affect teacher motivation, which may be influenced by other personal and contextual factors. However, its significant impact on students' motivation underscores the importance of effective leadership in shaping students' learning behaviors and engagement. Transformational leadership practices, which emphasize vision, support, and intellectual stimulation, are particularly effective in fostering a positive learning environment.

## Chapter 4

### SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This section of the research presents the summary of the investigation, significant findings, conclusions drawn, and recommendations offered.

#### Summary

The study aimed to examine the relationship between the leadership styles of the principal and motivation among teachers to teach and students to study. It also aimed to compare perceptions between teachers and students on the leadership styles of the principal and their association with their motivations. The study was conducted among 20 high school teachers and 197 high school students from one of the private schools in Dipolog City. Data were collected through a survey questionnaire as the main research instrument, with adapted and adopted tools, the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1994) for the leadership style of the principal, the Work Tasks Motivation Scale for Teachers (WTMST) by Fernet et al. (2008) for the motivation of the teachers to teach, and the Motivated Strategies for Learning Questionnaire by Bin Dayel et al. (2018) for the motivation of the students to study. Data collected were analyzed using the weighted mean, t test, and Spearman Correlation.

### Findings

Following a comprehensive analysis of the collected data, the researcher identified the following findings:

1. The findings revealed that the principal predominantly exhibits transformational leadership, specifically with idealized influence and inspirational motivation types while laissez-faire leadership perceived as the least exhibited leadership style, as perceived by both teachers and students.
2. Difference in the principal's predominant leadership styles between teachers' and students' perspectives had varied results. Both groups agreed on the use of contingent rewards and inspirational motivation. Both groups also viewed laissez-faire leadership as minimally exhibited and agreed on the use of management-by-exception to maintain standards. However, teachers perceived stronger idealized influence and intellectual stimulation from principal, compared to students.
3. Teachers reported a high level of motivation to teach.
4. Students exhibited a high level of motivation to study.
5. There was no significant relationship found between the principal's leadership style and teachers' motivation to teach. In contrast, the principal's leadership style was found to have a significant positive impact on students' motivation to study.

### Conclusion

The study concludes that the principal's leadership style has no significant impact on teachers' motivation to teach, likely due to the principal's relatively new position and the teachers' reliance on established routines. Teacher motivation appears driven more by intrinsic factors, professional autonomy, and external pressures than by leadership influences. This underscores the importance of time, trust-building, and consistent leadership behaviors in fostering a more direct impact on teacher motivation. Conversely, the results demonstrate a significant positive relationship between the principal's leadership style and students' motivation to study. Transformational leadership behaviors, such as idealized influence, inspirational motivation, and intellectual stimulation, play a critical role in fostering a supportive and engaging learning environment. These leadership practices inspire students, enhance their intrinsic and extrinsic motivation, and promote intellectual curiosity, highlighting the importance of active and personal engagement by principals in shaping student success.

### Recommendations

Based on the findings and conclusion, the study following are recommended:

1. **Principal.** The principal can strengthen transformational leadership practices by fostering trust, pride, and shared purpose while enhancing intellectual stimulation for both teachers and students. The principal can maintain active involvement in decision-making and minimize hands-off approaches to sustain the school's positive environment and strong identity.

2. **School Administrators.** School administrators can support leadership development of the principal, and other school leaders, focusing on transformational leadership through training, promoting teacher and student engagement programs, and strengthening existing feedback mechanisms for continuous improvement.
3. **Teachers.** Teachers are encouraged to align their values with teaching practices to sustain intrinsic motivation and communicate and collaborate more with the principal in decision-making processes to share innovative ideas for both personal and the school's improvement.
4. **Students.** Students can actively engage in learning, focus on intrinsic motivation, and utilize support from teachers and the principal to improve self-efficacy.
5. **Parents.** Parents are recommended to participate more in school activities and programs that enhance the learning environment and support leadership development of the school leaders and faculty.
6. **Future Researchers.** Future researchers are recommended to explore additional factors influencing teacher motivation, expand studies to other contexts, and examine the long-term effects of transformational leadership on educational outcomes.

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