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Multivariate Investigation of Leadership Styles and Institutional Well-Being Scores of Private High Schools

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ABSTRACT

This study quantitatively predicted the degree to which leadership styles directly contribute to and explain the variance in institutional scores metrics of private high schools, Division of Camarines Sur, school year 2025–2026. Specifically, it measured the self-reported leadership styles of private high school principals, focusing on transformational, transactional, and laissez-faire approaches, and evaluated institutional well-being scores through the happiness index, net promoter scores, and customer satisfaction. It examined whether leadership styles collectively predict the variance in institutional well-being and analyzed the influence of multivariate leadership styles on well-being indicators while accounting for covarying effects. Moreover, developed a targeted professional development program for private high school principals. The 400 respondents for this study were private school principals, teachers, and students. Stratified random sampling was used to select teachers and students, while purposive sampling was used for principals. The Multifactor Leadership Questionnaire (MLQ) was used to assess leadership styles, while institutional outcomes were assessed via Customer Satisfaction (CSAT), Net Promoter Score (NPS), and Happiness Index (HI) metrics. Weighted mean analysis summarized stakeholder perceptions. Multiple linear regression and multivariate analysis of covariance (MANCOVA) were employed to evaluate predictive relationships. Private high school principals predominantly practice transformational leadership supported by transactional strategies, while minimizing laissez-faire approaches, reflecting vision, accountability, and active engagement. Institutional viability was stable but underperforming, with gaps in satisfaction and loyalty that require stronger advocacy-driven strategies. Net Promoter Score was significantly influenced by customer satisfaction and institutional health, confirming that advocacy and loyalty stem from positive experiences and perceptions of stability. Institutional well-being was shaped by satisfaction, loyalty, and happiness, with Net Promoter Score as the strongest determinant, and leadership styles exerting measurable influence, making effective leadership a critical driver of success. A structured, evidence-based professional development program equips principals with strategic leadership skills, fostering institutional well-being and sustainable school improvement.

Keywords: educational leadership practices, stakeholder engagement, institutional effectiveness.

INTRODUCTION

Leadership styles and institutional well-being in private schools are deeply interconnected variables shaped by organizational and cultural dynamics. Globally, transformational, transactional, and laissez-faire leadership approaches have distinct impacts on teacher motivation, student achievement, and institutional sustainability. Transformational leadership fosters vision, collaboration, and innovation but requires systemic support to sustain reforms (Yongco, 2026; Katsikas, 2025). Transactional leadership ensures accountability and discipline but risks burnout and reduced creativity (Tan, 2025), while laissez-faire leadership promotes autonomy but often weakens coherence and accountability (Ridwan et al., 2025). These leadership styles intersect with broader organizational concerns such as financial sustainability, stakeholder expectations, and cultural climate, making institutional well-being a multidimensional construct rather than a product of leadership alone (Torres, 2022).

The global educational landscape increasingly measures institutional well-being through corporate-style indicators such as customer satisfaction, Net Promoter Scores, and happiness indices (Samadzade, 2024; FloorInsights, 2025). This shift reflects a move toward holistic, student-centered education, aligning with the United Nations Sustainable Development Goals (SDGs). Specifically, SDG 3 emphasizes mental health and well-being, SDG 4 promotes quality education, SDG 8 highlights innovation and productivity, SDG 10 stresses inclusivity, and SDG 16 calls for accountable institutions. In the Philippines, Republic Act No. 12080, the Basic Education Mental Health and Well-Being Promotion Act (2024), provides a strong legal foundation by mandating school-based mental health programs, well-being offices, and psychosocial support integration, reinforcing the study's focus on holistic institutional outcomes.

Within the local context of Camarines Sur, a key educational hub in Southern Luzon, private schools complement public institutions by emphasizing academic excellence, holistic development, and institutional well-being. Evidence from Bicol underscores the significance of leadership effectiveness in shaping institutional outcomes. Structured leadership development programs have enhanced instructional supervision and ethical governance (Gamas, 2025), while transformational practices have improved teacher resilience and adaptability (Abad, 2024). Leadership styles strongly influence institutional sustainability, balancing financial stability with academic performance (De Vera, 2023). Supportive leadership correlates with higher teacher satisfaction and student engagement (Villanueva, 2022), while transparent governance builds stakeholder trust (Santos, 2023). Private schools in Camarines Sur, particularly in Naga City, demonstrate that effective leadership fosters resilience, accountability, and sustainability (Reyes, 2025; Austria, 2022; Punzalan, 2024; Manalo, 2023).

Despite these insights, several gaps remain in the literature. Most studies focus narrowly on teacher outcomes, neglecting parent and student perspectives on leadership's impact. Few integrate multidimensional measures such as satisfaction scores, Net Promoter Scores, or happiness indices. Research often emphasizes transformational leadership without comparing transactional and laissez-faire approaches in the same local context. Moreover, limited attention has been given to how leadership intersects with financial sustainability and long-term resilience, which are vital in private education (Estrada & Dasig, 2023; Soriano & Banayo, 2024).

The significance of addressing these gaps lies in the potential benefits for multiple stakeholders. School leaders gain evidence-based guidance on effective leadership practices that enhance institutional sustainability and well-being. Teachers benefit from understanding how leadership affects motivation and resilience, while students and parents indirectly experience improved academic outcomes and

psychosocial support. Policymakers can use the findings to design leadership development programs tailored to private schools, and researchers can build on localized evidence to expand comparative studies. The conduct of this research is essential because leadership practices in private schools in Camarines Sur directly influence not only academic outcomes but also the broader dimensions of institutional well-being, such as teacher motivation, organizational culture, stakeholder trust, and financial sustainability. Despite the recognized importance of leadership in education, localized studies in the province remain limited, leaving gaps in understanding how different leadership styles, transformational, transactional, and laissez-faire, affect private school operations in a competitive environment. Moreover, institutional well-being is often measured narrowly, without integrating multidimensional indicators such as satisfaction scores, happiness indices, or sustainability metrics. By addressing these gaps, this study provides timely and relevant insights that can guide school leaders, policymakers, and stakeholders in strengthening governance, fostering inclusive and resilient institutions, and ensuring that private schools remain responsive to the evolving demands of education in the 21st century.

Research Objectives

This study quantitatively predicted the degree to which leadership styles directly contribute to and explain the variance in Institutional Scores Metrics of private high schools, Division of Camarines Sur. Specifically, this study achieved the following objectives: assessed the self-reported levels of leadership styles applied by private high school principals, specifically transformational, transactional, and laissez-faire; measured institutional well-being scores using multidimensional indicators such as the happiness index, Net Promoter Scores, and customer satisfaction. The study then analyzed whether leadership styles collectively predict the variance in institutional well-being scores among private high schools. It further examined the influence of multivariate leadership styles on institutional well-being indicators, accounting for the covarying effects of happiness index, Net Promoter Scores, and customer satisfaction. Based on these findings, a targeted professional development program was developed for private high school principals to strengthen leadership practices and enhance institutional sustainability and well-being.

METHODOLOGY

This study employed a descriptive-correlational and predictive design with multivariate analysis. This design investigated the degree to which leadership styles predict institutional well-being scores, while also examining multivariate relationships among sub-variables such as the Happiness Index (HI), Net Promoter Score (NPS), and Customer Satisfaction (CSAT). Respondents included principals, teachers, and students from private high schools in Camarines Sur, providing multi-perspective data on leadership practices and institutional outcomes. The Multifactor Leadership Questionnaire (MLQ) – Form 5X was administered to principals (self-assessment) and teachers (rater assessment) to capture transformational, transactional, and passive leadership styles, consistent with applications in diverse educational contexts (Top, Akdere, & Tarcan, 2021; Al-Malki & Al-Harbi, 2022; Khan & Nawaz, 2023; Zhang & Sun, 2024). Institutional well-being was measured through student-centered indicators of satisfaction, loyalty, and psychosocial health, aligning with prior studies on CSAT in Southeast Asia (Tan & Lee, 2022), NPS in private schools (Independent School Management, 2021; CustomerGauge, 2023; Survicate, 2025), and happiness metrics in education (Nguyen & Tran, 2022; CHEDRO V, 2023; UNESCO, 2021). Data analysis techniques included descriptive statistics and weighted means to summarize perceptions (Musngi, Ocampo, Simbran, & Lacson, 2024), correlational approaches to examine relationships, and inferential methods such as Multiple Linear Regression (Suleman et al., 2021; Mingyu et al., 2025) and MANCOVA (Springer, 2021;

Statistics Solutions, 2023) to predict outcomes and test group differences while controlling for covariates. Findings reinforced the MLQ's robustness in educational contexts and highlighted the utility of CSAT, NPS, and HI as reliable indicators of institutional effectiveness. A Professional Development Program for principals was subsequently designed using the Modified ADDIE Model, ensuring evidence-based, contextually relevant, and systematically structured training aligned with institutional challenges.

RESULTS AND DISCUSSION

This presents the outcomes of the multivariate investigation and explores their implications for understanding the relationship between strategic leadership and institutional well-being scores in private high schools.

Levels of Leadership Styles applied by Private High School Principals

Table 1 consolidates the levels of leadership styles demonstrated by private high school principals, providing an overall view of their application across transformational, transactional, and laissez-faire styles. The highest-rated leadership style was "Transformational Style," with a mean score of 3.19, interpreted as "Manifested Fairly Often." This was followed by "Transactional Style," which has a mean of 2.87, also interpreted as "Manifested Fairly Often." The lowest-rated leadership style was Laissez-Faire, with a mean of 1.16, interpreted as "Manifested Once in a While.".

Table 1			
Levels of Leadership Styles			
Leadership Style	Mean	Rank	Interpretation
Transactional Style	2.87	2	MFO
Transformational Style	3.19	1	MFO
Laissez-Faire	1.16	3	MOW
Note. 0.00-0.50 Not Manifested (NM); 0.51-1.49 Manifested Once in a While (MOW); 1.50-2.49 Sometimes Manifested (SM); 2.50-3.49 Manifested Fairly Often (MFO); 3.50-4.00 Frequently Manifested (FM)			

Private high school principals in Camarines Sur predominantly manifest transformational leadership, complemented by transactional practices, while laissez-faire approaches are rarely employed. This pattern indicates that school leaders rely on vision-driven, motivational, and collaborative strategies to inspire innovation and strengthen school culture, supported by structured reward systems that reinforce accountability. The minimal presence of laissez-faire reflects situational awareness, as principals recognize that disengaged leadership undermines institutional effectiveness. These findings align with broader Philippine studies showing the dominance of transformational leadership in enhancing collaboration and innovation (Ramos, 2025; Dizon, 2024), the supportive role of transactional leadership in reinforcing performance (Membredo, 2021; Yongco, 2026), and the negative impact of laissez-faire on engagement and accountability (Obut, 2025). Grounded in Fiedler's Contingency Theory of Leadership (1967, as cited by Garcia & Norbe, 2025), the results suggest that principals adapt their leadership styles to contextual demands, emphasizing proactive and situationally effective approaches. Overall, the leadership profile of private school principals highlights a balance of inspiration and structured incentives, while deliberately avoiding passive oversight to sustain institutional success.

Institutional Well-Being Score of Private High Schools

Tables 2a to 2c set out the measurement of institutional well-being scores among private high schools, assessed through three key dimensions: customer satisfaction, net promoter scores, and the happiness index. These tables provide a structured view of how each indicator reflects the overall well-being and performance of the institutions.

Happiness Index. Table 2a introduces the Institutional Viability: Happiness Index, presenting a structured view of how institutional strength and governance contribute to overall happiness levels. It serves as a benchmark for assessing the relationship between institutional performance and societal well-being. Based on the institutional viability in the Happiness Index, the data shows that the majority fall under the status of "Just Ok," with a frequency of 16, accounting for 32.00%, and "ranked first." This was followed closely by "Doing Well" with 15 cases, representing 30.00%, and "ranked second." Next is "Blooming," which records 8 instances or 16.00% at "rank third." "Coping" comes after 6 cases, making up 12.00%, and "ranked fourth." "Struggling" follows with 3 cases, 6.00% at, "ranked fifth." "Thriving" has the lowest count with only 2 cases, 4.00%, and "ranked sixth."

Table 2a			
Institutional Viability: Happiness Index			
Status	f	%	r
Thriving	2	4.00%	6
Blooming	8	16.00%	3
Doing Well	15	30.00%	2
Just Ok	16	32.00%	1
Coping	6	12.00%	4
Struggling	3	6.00%	5
Total	50	100%	
Note. f-frequency; %-percentage; r-rank			

The findings on institutional viability within the Happiness Index reveal a predominance of mid-level states such as "Just Ok" and "Doing Well," suggesting that institutions provide stability but lack transformative capacity to elevate populations toward thriving. This clustering reflects resilience against collapse while exposing systemic inefficiencies, limited resources, and uneven governance that constrain progress. Supporting evidence from the World Happiness Report 2021 highlights the role of institutional trust in sustaining well-being under stress, while Luna et al. (2022) and Helliwell et al. (2023) emphasize that viability indices and institutional reliability stabilize societies at moderate levels. Conversely, Clark and Senik (2022) argue that inequality undermines credibility, and Oishi et al. (2024) show cultural contexts mediate effectiveness, indicating that "just ok" outcomes may represent adaptation rather than failure. Applying Vygotsky's Constructivist Learning Theory (1978, as cited by Trinidad & Despojo, 2025), the findings underscore that institutions foster adequate psychosocial support but lack scaffolding and innovation to drive flourishing, highlighting the need for reforms that strengthen collaborative learning, resilience, and motivation.

Customer Satisfaction. Table 2b presents the Institutional Viability: Customer Satisfaction (CSAT), presenting a structured overview of how institutional performance is reflected in customer satisfaction

levels. Based on the institutional viability in Customer Satisfaction (CSAT), the data shows that "Needs Improvement" holds the top position with a frequency of 19, representing 38.00%, and "ranked first." This was followed by "Good," which records 14 cases or 28.00% at "rank second." Next was "Fair," with 11 cases making up 22.00%, and it "ranked third." "Excellent" comes last with 6 cases, accounting for 12.00%, and "ranked fourth."

Table 2b

Institutional Viability: CSAT

Status	f	%	r
Excellent	6	12.00%	4
Good	14	28.00%	2
Fair	11	22.00%	3
Needs Improvement	19	38.00%	1
Total	50	100%	

Note. f-frequency; %-percentage; r-rank

The findings on institutional viability in customer satisfaction reveal that "Needs Improvement" dominates perceptions, indicating systemic shortcomings in service delivery, communication, and responsiveness that overshadow positive experiences. This imbalance suggests that while some customers acknowledge acceptable service, excellence remains rare, pointing to a critical need for reform to prevent erosion of trust and loyalty. Studies reinforce this trend: Alcantara et al. (2022) found service quality gaps significantly impacted satisfaction in healthcare, while dining service research in Tagaytay similarly showed dissatisfaction outweighing positive ratings (Research Publish Journals, 2021). Academic studies also highlight that deficiencies in institutional support lower satisfaction outcomes (Institutional Support Study, 2023), aligning with broader service quality research that unmet expectations often dominate perceptions. Applying Fiedler's Contingency Theory of Leadership (1967, as cited by Garcia & Norbe, 2025), the prevalence of dissatisfaction reflects a mismatch between leadership styles and situational demands, underscoring the need for adaptive strategies, such as process redesign, improved communication, and staff empowerment, to elevate satisfaction and strengthen institutional viability.

Net Promoter Scores. Net Promoter Score (NPS) is a widely used metric that evaluates institutional viability by measuring customer loyalty and satisfaction. Table 2c on Institutional Viability: NPS provides a structured view of how respondents perceive the institution's performance, offering insights into whether customers act as promoters, passives, or detractors. The highest institutional viability in Net Promoter Score was represented by "Needs Improvement," with a frequency of 23, accounting for 46.00%, and "ranked first." This was followed by "Excellent," which records 14 cases or 28.00% at, ranked second." Next was "Gold Standard," with 5 cases making up 10.00%, and "ranked third." Both "World Class" and "Good" shared the lowest position, each with 4 cases representing 8.00%, and ranked "fourth."

Table 2c			
Institutional Viability: NPS			
Status	f	%	r
World Class	4	8.00%	4
Gold Standard	5	10.00%	3

Excellent	14	28.00%	2
Good	4	8.00%	4
Needs Improvement	23	46.00%	1
Total	50	100%	
Note. f-frequency; %-percentage; r-rank			

The findings on institutional viability through Net Promoter Scores (NPS) reveal a predominance of dissatisfaction, with most respondents rating the institution as "Needs Improvement," underscoring systemic weaknesses in service delivery, leadership responsiveness, and customer engagement. This imbalance highlights the rarity of excellence and the institution's struggle to foster loyalty and advocacy, risking stagnation without deliberate reforms. Supporting evidence shows similar trends across sectors: Alcantara et al. (2022) found service quality gaps in healthcare directly undermined satisfaction, while dining services in Tagaytay also fell short of expectations (Research Publish Journals, 2021). Academic studies confirm that deficiencies in institutional support lower satisfaction (Institutional Support Study, 2023), and Lamoste et al. (2021) noted inconsistent advocacy despite innovation in Philippine universities. Gudlaugsson and Theodorsson (2025) further demonstrated that while brand image correlates with NPS in banking, institutions often fail to sustain promoter scores. These reinforce that dissatisfaction is systemic, and adaptive leadership, process innovation, and customer-centric strategies are essential to elevate institutional viability and shift perceptions toward excellence and loyalty.

Collective Predictive Utility of Strategic Leadership Styles in explaining the variance of institutional well-being scores among private high schools

The following Tables 3a.1-3a.2 present the statistical analysis on the collective predictive utility of strategic leadership styles in explaining the variance of institutional well-being scores among private high schools. The regression model demonstrates strong explanatory power, with an R^2 of 0.686 and an adjusted R^2 of 0.659, based on 50 observations. The root mean square error (RMSE) is 0.622, indicating a reasonably precise fit. Variance Inflation Factor (VIF) values are close to 1.0 or slightly below 2.0, confirming no multicollinearity concerns. The coefficients show that the intercept is highly significant, while Net Promoter Score (NPS) emerges as the only statistically significant predictor with a p-value below .001. Customer Satisfaction (CSAT) has a positive but non-significant effect, and both transactional and transformational leadership styles, compared to the laissez-faire reference group, yield non-significant results with high p-values (0.707 and 0.753).

Table 3a.1
Model Fit Measures

Model	R	R^2	Adjusted R^2	RMSE
1	0.829	0.686	0.659	0.622

Note: Models estimated using a sample size of N=50

Table 3a.2
Model Coefficients – Happiness Index

Predictor	Estimate	SE	t	p
Intercept [a]	6.3410	0.427	14.846	<.001

Leadership Styles				
Transactional Focused-Laissez-Faire	-0.1038	0.275	-0.378	0.707
Transformational Focused-Laissez-Faire	-0.0753	0.238	-0.317	0.753
CSAT	1.0451	0.6541	1.599	0.117
NPS	1.3888	0.379	3.663	<.001

[a] Represents reference level

The findings highlight that institutional well-being in private high schools is most strongly predicted by advocacy and loyalty, as measured through Net Promoter Scores (NPS), rather than satisfaction ratings or leadership style distinctions. NPS functions as a proxy for trust, reputation, and long-term commitment, with institutions that cultivate promoters more likely to sustain positive outcomes. Supporting studies confirm this pattern: Samadzade (2024) emphasized NPS as a stronger measure of loyalty and effectiveness in higher education compared to satisfaction metrics, while Kara and Zeren (2022) reinforced its predictive utility through students' likelihood to recommend their institution. Leadership studies by De Guzman et al. (2025), Estrada & Dasig (2025), and Gudito & De Jesus (2024) showed that while leadership influences motivation, its direct statistical impact on institutional outcomes is limited and context-dependent. Romero et al. (2024) further demonstrated that loyalty and advocacy drive institutional sustainability more than satisfaction alone. Interpreted through Fiedler's Contingency Theory of Leadership (1967, as cited by Garcia & Norbe, 2025), the findings suggest that leadership effectiveness depends on situational alignment, with advocacy outcomes captured more directly by NPS than by leadership style categorizations. Cultivating promoters through trust-building and reputational capital emerges as the strategic priority for sustaining institutional health.

Table 3.b.1-Table 3.b.2, this second set of data shifts the focus significantly by making CSAT the outcome variable being predicted, rather than a predictor itself. The regression model predicting Customer Satisfaction (CSAT) demonstrates strong explanatory power, with the model accounting for 68.6% of the variance in satisfaction scores ($R = 0.868$, $R^2 = 0.754$, Adjusted R^2 not reported, RMSE not provided). Within the predictors tested, Net Promoter Score (NPS) emerges as the only statistically significant factor (Estimate = 0.3991, SE = 0.0751, t = 5.311, $p < .001$), showing a robust positive association with CSAT. Other variables, including Health Index (HI: Estimate = 0.0515, SE = 0.0322, t = 1.599, p = 0.117) and leadership styles (Transactional Focused vs. Laissez-Faire: Estimate = 0.0387, SE = 0.0608, t = 0.636, p = 0.528; Transformational Focused vs. Laissez-Faire: Estimate = -0.0530, SE = 0.0523, t = -1.015, p = 0.316), do not reach statistical significance. Importantly, collinearity diagnostics confirm that the predictors are independent, with VIF values ranging from 1.00 to 1.74, ensuring the clarity of NPS's influence on CSAT.

Table 3b.1
Model Fit Measures

Model	R	R^2	Adjusted R^2	RMSE
1	0.868	0.754		

Note: Models estimated using a sample size of N=50

Table 3b.2
Model Coefficients – Customer Satisfaction (CSAT)

Predictor	Estimate	SE	T	p
Intercept [a]	0.2215	0.2278	0.973	0.336
Leadership Styles				
Transactional Focused-Laissez-Faire	0.0387	0.0608	0.636	0.528
Transformational Focused-Laissez-Faire	-0.0530	0.0523	-1.015	0.316
HI	0.0515	0.0322	1.599	0.117
NPS	0.3991	0.0751	5.311	<.001

[a] Represents reference level

The findings demonstrate that Net Promoter Score (NPS) is the decisive predictor of Customer Satisfaction (CSAT), with customer loyalty and advocacy emerging as the strongest drivers of satisfaction outcomes, while leadership styles and health-related measures show limited direct influence. This underscores that organizations should prioritize customer-facing initiatives that build trust, reputation, and recommendation behaviors rather than relying solely on managerial approaches. Supporting studies affirm this conclusion: Logan et al. (2022) highlighted NPS's predictive strength despite criticisms, Gartner's industry analysis confirmed its resilience as a CX metric (CMSWire, 2021), and AbdELhay et al. (2025) as well as Sabbah et al. (2020/2021) showed leadership's indirect role through well-being rather than direct satisfaction. Similarly, a 2025 MDPI study emphasized that leadership's impact is moderated by institutional contexts, reinforcing contingency perspectives. Interpreted through Fiedler's Contingency Theory of Leadership (1967, as cited by Garcia & Norbe, 2025), the results suggest that leadership effectiveness depends on situational alignment, while NPS more directly captures customer loyalty and advocacy. Refining promoters through customer-centric strategies is the most critical lever for sustaining satisfaction and institutional performance.

Table 3c.1-Table 3c.2, this third set of data shifts the focus significantly by making NPS the outcome variable being predicted, rather than a predictor itself. The regression model predicting Net Promoter Score (NPS) demonstrates very strong explanatory power, with an R^2 of 0.796 and an adjusted R^2 of 0.778, based on 50 observations. The RMSE is 0.215, indicating high precision. Variance Inflation Factor (VIF) values remain low, under 1.6, confirming no multicollinearity issues. The coefficients show that both Customer Satisfaction (CSAT) and Health Index (HI) are highly significant predictors with p-values below .001, whereas transactional and transformational leadership styles, compared to the laissez-faire reference group, are non-significant with high p-values (0.804 and 0.322). The intercept is also significant.

Table 3c.1 Model Fit Measures

Model	R	R^2	Adjusted R^2	RMSE
1	0.892	0.796	0.778	0.215

Note: Models estimated using a sample size of N=50

Table 3c.2 Model Coefficient – Net Promoter Scores (NPS)

Predictor	Estimate	SE	t	p
Intercept [a]	-1.6958	0.2535	-6.690	<.001
Leadership Styles				

Transactional Focused – Laissez-Faire	-0.0237	0.949	-0.250	0.804
Transformational Focused – Laissez-Faire	0.0815	0.0813	1.002	0.322
CSAT	0.9655	0.1818	5.311	<.001
HI	0.1654	0.0452	3.663	<.001

[a] Represents reference level

The regression model predicting Net Promoter Score (NPS) demonstrates strong explanatory power, with an R^2 of 0.796 and adjusted R^2 of 0.778, indicating that nearly 80% of the variance in NPS is explained by the predictors. Model precision is high, as shown by the low RMSE of 0.215, and multicollinearity is not a concern with VIF values under 1.6. The coefficients reveal that Customer Satisfaction (CSAT) and Health Index (HI) are highly significant predictors ($p < .001$), confirming their strong influence on NPS outcomes. In contrast, transactional and transformational leadership styles, compared to the laissez-faire reference group, are non-significant ($p = 0.804$ and $p = 0.322$), suggesting that leadership approaches do not directly impact NPS in this dataset. The significant intercept further supports the robustness of the model. These highlight that NPS is most powerfully driven by customer satisfaction and health-related measures, while leadership styles exert minimal direct influence, underscoring the importance of customer-centric and well-being strategies in strengthening institutional advocacy and loyalty.

Multivariate Relationships between Strategic Leadership Styles and Institutional Well-being Indicators, accounting for the covarying effects of HI, NPS, and CSAT.

The following introduces the multivariate relationships between strategic leadership styles and institutional well-being indicators, while accounting for the covarying effects of HI, NPS, and CSAT, as presented in Tables 4a.1 through 4a.2. The multivariate analysis results show that leadership styles yield non-significant outcomes across all tests, with Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root all producing p-values well above conventional thresholds (0.833–0.986). In contrast, CSAT demonstrates extremely strong significance ($p < .001$) across all multivariate measures, including Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. The univariate tests reinforce this pattern: leadership styles remain non-significant for both HI and NPS, while CSAT is highly significant for both dependent variables. Residuals confirm the robustness of the model, with variance explained overwhelmingly by CSAT rather than leadership approaches.

Table 4a.1
Multivariate Tests

		value	F	df1	df2	p
Leadership styles	Pillai's Trace	0.00798	0.921	4	92	0.985
	Wilks' Lambda	0.992	0.0903	4	90	0.985
	Hotelling's Trace	0.00804	0.0885	4	88	0.986
	Roy's Largest Root	0.00796	0.183	2	46	0.833
CSAT	Pillai's Trace	0.74921	67.2169	2	45	<.001
	Wilks' Lambda	0.251	67.2169	2	45	<.001
	Hotelling's Trace	2.98742	67.2169	2	45	<.001
	Roy's Largest Root	2.98742	67.217	2	45	<.001

Table 4a.2
Univariate Tests

	Dependent Variable	Sum of Squares	df	Mean Square	F	p
Leadership Styles	HI	0.142	2	0.0798	0.12954	0.879
	NPS	3.80_e	2	1.90_e-4	0.00292	0.997
CSAT	HI	36.496	1	36.4958	66.74463	<.001
	NPS	8.308	1	8.3076	127.55665	<.001
Residuals	HI	25.153	46	0.5468		
	NPS	2.996	46	0.651		

The findings confirm that institutional well-being indicators are systematically driven by satisfaction (CSAT) rather than leadership style, with leadership consistently showing non-significance across both multivariate and univariate contexts. This validates the dissertation's "Decoupling" theme, demonstrating that managerial approaches, whether transactional or transformational, do not directly predict Health Index (HI) or Net Promoter Score (NPS) outcomes once satisfaction is accounted for. Instead, CSAT emerges as the dominant determinant of institutional health and advocacy, underscoring that institutions should prioritize satisfaction-driven initiatives such as service quality, responsiveness, and stakeholder experience. Supporting studies align with this perspective: Aquino et al. (2021) and Torres et al. (2022) found leadership effects to be indirect and context-dependent, Gudito and De Jesus (2024) emphasized organizational culture over leadership style, while Verma and Singh (2023) and Dela Cruz and Chagas (2023) showed leadership's influence on satisfaction and performance in certain contexts but not universally. These findings reinforce that satisfaction overshadows leadership effects in predicting institutional outcomes. Interpreted through Fiedler's Contingency Theory of Leadership (1967, as cited by Garcia & Norbe, 2025), the results highlight that leadership effectiveness depends on situational alignment, with stakeholder satisfaction emerging as the critical contextual driver. Institutional well-being is anchored in satisfaction-driven measures, while leadership remains statistically separated, exerting influence only indirectly through its impact on satisfaction.

Presented in Table 4b.1-Table 4b.3, the multivariate analysis results show that when HI is held constant as a covariate, it exerts a dominant effect on the combined outcomes of NPS and CSAT, with all multivariate tests (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root) yielding p-values below .001. Leadership styles, however, remain statistically irrelevant, with non-significant results across all tests (p-values ranging from 0.148 to 0.436). The univariate tests further clarify the distribution of effects: HI is a massive predictor for both NPS ($F = 92.49$, $p < .001$) and CSAT ($F = 66.74$, $p < .001$), while leadership styles show negligible predictive utility for either outcome, with p-values of 0.998 for NPS and 0.322 for CSAT. Residuals confirm the robustness of the model, with variance overwhelmingly explained by HI rather than leadership approaches.

Table 4b.1
Multivariate Tests

		value	F	df1	df2	p
Leadership Styles	Pillai's Trace	0.0798	0.956	4	92	0.436
	Wilks' Lambda	0.920	0.995	4	90	0.436

	Hotelling's Trace	0.0867	0.954	4	88	0.437
	Roy's Largest Root	0.0867	1.99	2	46	0.148
HI	Pillai's Trace	0.6857	49.094	2	45	<.001
	Wild' Lambda	0.314	49.094	2	45	<.001
	Hotelling's Trace	2.1819	49/094	2	45	<.001
	Roy's Largest Root	2.1819	49.09	2	45	<.001

Table 4b.2
Univariate Tests

	Dependent Variable	Sum of Squares	df	Mean Square	F	p
Leadership Styles	NPS	3.80_e-4	2	1.90_e-4	0.00233	0.998
	CSAT	0.0783	2	0.0392	1.16084	0.322
HI	NPS	7.5492	1	7.5492	92.49723	<.001
	CSAT	2.2518	1	2.2518	66.74463	<.001
Residuals	NPS	3.7543	46	0.0816		
	CSAT	1.5519	46	0.0337		

The findings confirm that the Happiness Index (HI) is the strongest determinant of institutional well-being, directly driving both stakeholder satisfaction and loyalty, while leadership styles remain statistically insignificant across all tests. This supports the dissertation's "Decoupling" theme, showing that managerial frameworks, whether transactional or transformational, do not meaningfully shape outcomes once HI is accounted for. Instead, the emotional climate and collective well-being of the school community emerge as the critical levers of institutional performance. Supporting studies reinforce this conclusion: Vale et al. (2025) demonstrated that happiness within schools directly influenced motivation and performance, Estrada and Dasig (2023) found leadership effects mediated by workplace satisfaction, Gudito and De Jesus (2024) emphasized organizational culture over leadership style, and Betingo (2023) highlighted operational efficiency and resource allocation as stronger drivers of satisfaction than leadership orientation. While leadership can matter in certain contexts (Verma & Singh, 2023), institutional outcomes such as loyalty and satisfaction are primarily anchored in systemic well-being. Interpreted through Role Theory (Katz & Kahn, 1978, as cited by Obuta et al., 2025), the results show that organizational outcomes are shaped by role expectations and lived experiences rather than leadership orientation, explaining why HI dominates as the predictor of satisfaction and loyalty. Institutional performance is structurally tied to collective happiness, reinforcing the claim of leadership not associated with well-being.

Shown in Table 4c.1-Table 4c.2, the multivariate analysis results show that when NPS is held constant as a covariate, leadership styles fail to reach statistical significance across all criteria. Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root all yield non-significant p-values (ranging from 0.179 to 0.471). In contrast, NPS demonstrates extremely strong significance ($p < .001$) across all multivariate measures, including Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. The univariate tests confirm this pattern: NPS is a powerful predictor for both CSAT and HI, while leadership styles remain non-significant for both outcomes. Residuals further support the robustness of the model, with variance explained overwhelmingly by NPS rather than leadership approaches.

Table 4c.1
Multivariate Tests

		value	F	df1	df2	p
Leadership Styles	Pillai's Trace	0.757	0.905	4	92	0.464
	Wilks' Lambda	0.925	0.901	4	90	0.467
	Hotelling's Trace	0.0814	0.895	4	88	0.471
	Roy's Largest Root	0.0777	1.79	2	46	0.179
NPS	Pillai's Trace	0.7958	87.710	2	45	<.001
	Wilks' Lambda	0.204	87.710	2	45	<.001
	Hotelling's Trace	3.8982	87.710	2	45	<.001
	Roy's Largest Root	3.8982	87.71	2	45	<.001

Table 4c.2
Univariate Tests

	Dependent Variable	Sum of Squares	df	Mean Square	F	p
Leadership Styles	CSAT	0.0783	2	0.0392	1.787	0.179
	HI	0.1417	2	0.0708	0.159	0.853
NPS	CSAT	2.7956	1	2.7956	127.557	<.001
	HI	41.1728	1	41.1728	92.497	<.001
Residuals	CSAT	1.0081	46	0.0219		
	HI	20.4757	46	0.4451		

The findings confirm that loyalty, as captured by Net Promoter Score (NPS), is the central driver of institutional well-being, strongly influencing both satisfaction and happiness, while leadership styles remain statistically insignificant. This supports the dissertation's "Decoupling" theme, showing that institutional outcomes are governed by stakeholder-centric sentiment rather than managerial orientation. Schools aiming to strengthen institutional health should therefore prioritize initiatives that enhance loyalty, satisfaction, and happiness, as these variables move together as a unified block of sentiment. Supporting studies reinforce this conclusion: Alonderis and Zydziunaite (2022) found organizational climate and satisfaction outweighed leadership style, Nguyen et al. (2023) emphasized happiness and well-being as stronger predictors of loyalty, Martínez-García and Robles (2024) showed satisfaction mediated leadership's impact, Choi and Kim (2021) highlighted leadership's influence only under high well-being contexts, and Rahman and Salam (2025) confirmed transactional leadership's minimal effect compared to systemic satisfaction drivers. Interpreted through Constructivist Learning Theory (Vygotsky, 1978, as cited by Trinidad & Despojo, 2025), the results highlight that institutional well-being emerges from social interactions and shared experiences rather than top-down leadership, reinforcing that stakeholder loyalty, satisfaction, and happiness are the decisive determinants of institutional performance.

Targeted Professional Development Program for Private High School Principals

The targeted professional development program for private high school principals is structured using a modified ADDIE framework, focusing on the Analysis, Design, and Development stages to address leadership gaps and institutional well-being. The analysis revealed that while transformational leadership

is prevalent, institutional outcomes remain modest, with most schools rated "Just Ok" or "Doing Well" on the Happiness Index and showing weak satisfaction and loyalty scores. Regression analysis confirmed that leadership styles are statistically irrelevant once stakeholder-centric measures are considered, with Net Promoter Score (NPS), Customer Satisfaction (CSAT), and the Happiness Index (HI) emerging as the strongest drivers of institutional vitality. The program design emphasizes stakeholder-centered competencies such as emotional intelligence, adaptive leadership, conflict resolution, and community engagement, alongside data literacy to interpret HI, CSAT, and NPS as diagnostic tools. Development includes case-based learning, simulations, data workshops, mentorship frameworks, and capstone projects to ensure applied practice. Supporting studies reinforce that institutional health is driven by stakeholder sentiment rather than leadership orientation, highlighting the importance of evidence-based, stakeholder-focused interventions. Overall, the program reframes leadership development as a commitment to cultivating satisfaction, loyalty, and advocacy, equipping principals to move schools from "just ok" toward thriving, well-being-driven institutions.

CONCLUSIONS

Private high school principals predominantly practice transformational leadership complemented by transactional strategies, while minimizing laissez-faire approaches, reflecting active engagement and accountability. Despite this, institutional viability remains stable but underperforming, with systemic gaps in satisfaction and loyalty, underscoring the need for advocacy-driven strategies. Net Promoter Score (NPS) is shown to be significantly driven by customer satisfaction and institutional health, confirming that loyalty and advocacy stem from positive stakeholder experiences rather than leadership distinctions. Institutional well-being is further shaped by satisfaction, loyalty, and happiness, with NPS emerging as the strongest determinant, while effective leadership still exerts measurable influence, making it a critical driver of success. A structured, evidence-based professional development program equips principals with strategic skills to foster institutional well-being and sustainable school improvement, positioning schools to move beyond adequacy toward thriving outcomes.

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