

# Impact of the Elementary School Heads Leadership Behavior on the Teacher's Morale in School Districts of Pilar

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## ABSTRACT

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The study focused on elementary school heads' leadership behaviors and their impact on teacher morale in Pilar's school districts, aiming to provide valuable insights into educational leadership dynamics. It outlines the objectives of analyzing leadership behavior, assessing teacher morale, determining impacts, identifying challenges, describing measures, and proposing a leadership model to address these issues comprehensively. The mixed-methods study used surveys and document analysis to examine how leadership behavior influenced teacher morale. Quantitative methods measured the impact on commitment and assessed various attitudes and challenges. Qualitative methods analyzed leadership behaviors reflected in OPCRF and described measures to address challenges. Findings indicate proactive leadership practices, contributing to positive teacher morale,



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yet challenges such as workload and communication gaps persist, indicating areas for improvement. Measures to address these challenges include embracing technology, fostering collaboration, and enhancing communication channels to create a supportive and conducive work environment. The proposed Adaptive Transformational School Leadership Behavior and Change Model integrates adaptive and transformational leadership theories, offering a holistic framework to address challenges and drive positive change within educational contexts. In conclusion, the study underscores the crucial role of school leadership in shaping teacher morale and organizational dynamics, highlighting the importance of supportive environments, effective communication, and targeted interventions to enhance educational outcomes and foster a conducive learning environment within Pilar's elementary schools.

## INTRODUCTION

Leadership is a dynamic process through which individuals in positions of authority motivate and inspire others to follow their lead. The effectiveness of a leader is defined by the behaviors they exhibit, which in turn determine whether their subordinate or team members are motivated and inspired (Western Governor University [WGU], 2020). Leadership traits and characteristics are integral to how a leader is perceived and operates within an organization.

On the other hand, teacher morale is a critical issue affecting educational outcomes globally, and effective school leadership plays an important role in addressing this challenge. Low teacher morale, often from inadequate support, high workloads, and insufficient professional development opportunities, can lead to decreased job satisfaction, increased burnout, and higher turnover rates. In other words, globally, educational systems are grappling with high rates of teacher turnover and low morale, linked to a range of factors, including inadequate support, lack of professional development, and insufficient involvement in decision-making processes (Cann et al., 2021; Marshall, 2014).

These challenges faced by teachers globally regarding workload and morale are significant and pervasive. In England, a survey by the National Foundation for Educational Research (Hascher & Waber, 2021) revealed that 81% of teachers reported negative impacts of workload pressures on their morale, with over 60% experiencing increasing job stress. Similarly, in Australia, the Australian Education Union (2019) found that 45% of teachers contemplated leaving the profession due to high stress and workload, while only 20% felt their workload was manageable.

In Pilar, Sorsogon, despite the absence of empirical research, the educational environment presents unique challenges that directly impact teacher morale and educational outcomes. As a predominantly rural area, schools in Pilar often face

resource constraints such as limited infrastructure and insufficient classroom materials. These challenges can create additional burdens for teachers, affecting their morale and job satisfaction. Moreover, the community dynamics in Pilar play a crucial role in shaping educational practices. Local cultural norms and community involvement can either support or hinder efforts by school leaders to create a positive and supportive environment for teachers.

Understanding how school leadership behaviors influence teacher morale in Pilar is essential for improving educational quality and teacher retention. Effective leadership practices, as outlined in national frameworks like the Philippine Professional Standards for School Heads (PPSSH), can mitigate these challenges by fostering a supportive school climate and providing teachers with necessary resources and professional development opportunities. However, implementing these practices in Pilar may vary due to local contexts and needs.

Conducting a study focused on school leadership behavior and teacher morale in Pilar, Sorsogon, is justified to uncover these nuances, identify barriers to effective leadership, and propose strategies and interventions. This research aims to provide insights that can inform targeted interventions and improvements in educational practices, ultimately enhancing the overall educational experience in the local community.

## FRAMEWORK

The application of various theories in educational leadership research, such as Transformational Leadership Theory, Self-Determination Theory (SDT), Social Exchange Theory (SET), Resource Dependence Theory, Instructional Leadership Theory, Prosci's Change Management Theory, and the Holistic Adaptive Leadership Theory (HALT), plays a crucial role in shaping the understanding and implementation of effective leadership practices within schools. These theories provide structured frameworks that guide researchers in identifying key variables, explaining relationships, and formulating hypotheses. For instance, Transformational Leadership Theory informs how school leaders can inspire and motivate teachers, enhancing morale and commitment. SDT contributes insights into teachers' intrinsic motivation by satisfying basic psychological needs, while SET elucidates the reciprocal relationships between leaders and teachers. Resource Dependence Theory helps analyze how schools manage external resources to support teaching and learning. Instructional Leadership Theory emphasizes leaders' roles in improving educational outcomes through effective instructional practices. Prosci's Change Management Theory addresses the human side of organizational change, crucial for implementing leadership models effectively. HALT integrates these theories, offering a comprehensive approach to navigating the complexities of educational leadership by promoting adaptive strategies, relationship-building, and responsive leadership practices.

Together, these theories provide robust frameworks that enhance research rigor and inform practical strategies to improve educational leadership and outcomes in diverse school settings.

The conceptual framework of this study centers on the current leadership behavior of elementary school heads in Pilar, emphasizing its impact on teacher morale and student outcomes amidst challenges like resource constraints and evolving educational standards. By assessing these dynamics, the study aims to identify areas for improvement and develop strategies to enhance teacher satisfaction and performance. Key components include evaluating leadership practices through surveys and document analysis, assessing the effectiveness of existing interventions, and proposing an Adaptive Transformational Leadership Behavior and Change Model. This model integrates findings to offer flexible strategies that promote a supportive school environment, aiming to improve morale, reduce turnover, and elevate educational outcomes. It is as a comprehensive roadmap for school heads navigating educational leadership in dynamic contexts like Pilar.

## **OBJECTIVES OF THE STUDY**

The researcher aimed to describe the impact of elementary school heads' leadership behaviors on teachers' morale. The study analyzed leadership behaviors in the Pilar school districts, focusing on strategic leadership, managing operations and resources, teaching and learning, self and others' development, and building connections. It described teachers' morale concerning their attitudes towards themselves, their profession, learners, superiors, fellow teachers, and the school community. The study also determined the impact of leadership behaviors on teachers' morale in teaching and learning, school staff, and stakeholders, identified challenges in school leadership related to these areas, and described measures undertaken to address these challenges. Finally, it proposed a comprehensive leadership behavior model.

## **METHODOLOGY**

### **Research Design**

The descriptive design was used to describe and explain the phenomenon being studied, focusing on the impact of leadership behavior on teaching and learning, school staff, and stakeholders, as well as the challenges encountered in these areas. Both quantitative and qualitative methods were employed to interpret the collected data. The quantitative method determined the impact of leadership behavior on commitment and analyzed teachers' morale, attitudes towards teaching and learning, learners, colleagues, school, and community, as well as the challenges encountered in their commitments. The qualitative method analyzed

the leadership behavior of school heads as reflected in the OPCRF and written descriptions of measures undertaken to address the challenges encountered in these constructs.

### **Research Site**

The study was conducted in the Municipality of Pilar, Sorsogon, particularly in the four districts of Pilar.

### **Participants**

The respondents of the study were the teachers from four (4) school districts in the municipality of Pilar, Sorsogon. Stratified sampling procedure was utilized, and Slovin's Formula was applied to determine the appropriate sample size. The sample size was computed at a 95% level of confidence with a 5% margin of error. The school heads had a total of 61 participants, while the teaching staff had a total of 392 participants from a population of 524.

### **Instrumentation**

The research instrument had four parts: assessing teacher morale, evaluating leadership behavior impact, identifying leadership challenges, and exploring measures to address these challenges, with responses captured on a Likert scale. After obtaining approval from the Sorsogon province division superintendent, questionnaires were administered to ensure anonymity. Quantitative data were analyzed using descriptive statistics via Excel, while qualitative data underwent content and thematic analysis to identify recurring themes. The study surveyed 392 teachers from four school districts in Pilar, Sorsogon, determined by stratified sampling and Slovin's Formula with a 95% confidence level and a 5% margin of error, along with 61 school heads who provided OPCRF data for the 2020-2021 school year. Quantitative analysis utilized frequency and weighted mean, while qualitative data from document analysis were reviewed, summarized, and categorized to support quantitative findings.

### **Research Ethics Protocol**

The current study on the impact of elementary school heads' leadership behavior and teachers' morale is designed to uphold the highest standards of research integrity and ethical conduct. The protocol includes obtaining informed consent from all participants, ensuring they are fully aware of the study's purpose, procedures, potential risks, and benefits. Participants voluntarily provide written consent, with the assurance that their participation is entirely voluntary and that they can withdraw at any time without any negative repercussions.

Confidentiality and anonymity are paramount; participants' identities and responses are protected by anonymizing the data, using unique codes instead of personal identifiers. The study design prioritizes minimizing harm, ensuring that data collection methods do not cause psychological, emotional, or professional

distress to the participants. All collected data are securely stored, with access limited to authorized personnel, ensuring digital data is encrypted and physical data is kept in locked storage.

Researchers maintain transparency, providing accurate and honest information to participants, and disclosing any conflicts of interest. By adhering to these ethical principles, the study aims to protect the rights and well-being of all participants while contributing valuable insights into educational leadership and teacher morale.

## RESULTS AND DISCUSSION

The study examines elementary school heads' leadership impact on teacher morale in Pilar, Sorsogon, using OPCRF analysis, teacher perceptions, and weighted mean analysis of morale, commitment, and challenges.

### Level of Teachers' Morale

Assessing teachers' morale is crucial for creating a positive environment. Examining attitudes towards self, profession, colleagues, learners, and community helps identify improvements. Teachers' morale levels across four districts in Pilar, indicate consistently high scores overall. Pilar I stands out with the highest scores, while minor variations exist among districts, possibly influenced by leadership styles and community support. Despite nuances, all districts demonstrate a positive sentiment among educators.

### *Level of Teachers' Morale in Terms of Attitudes towards Self and Profession*

The examination shows that teachers belonging to all four districts have a very high level of morale concerning their attitudes toward themselves and their profession. One can see consistency in each district in the three areas: appreciation of the noble profession of teaching, genuine enthusiasm for their duties, and a strong sense of pride in their role as educators. The exciting part of this is that Pilar I had the highest average weighted mean with 4.77 but with emphasis on continuing to uphold the dignity of the profession and maintaining a dignified personality that is worthy of emulation; other districts follow closely, while their performance across the other indicators was also good. The mean average was 4.72. Overall, the results suggest that the leadership behaviors of school heads may positively impact teacher morale and their commitment to professional standards and continuous development.

The results show the strong dedication of teachers in Pilar districts while highlighting areas for improvement. Educators, policymakers, and administrators can utilize these insights to implement targeted interventions, refine leadership practices, and address equity issues, aligning with research by Theoharis (2024).

### ***Level of Teachers' Morale in Terms of Attitudes towards the Learners***

The analysis shows that teachers across the Pilar districts maintain a very high level of morale in their attitudes towards learners. All districts scored highly on treating learners fairly, recognizing their welfare as paramount, showing love and compassion, exerting effort to bring out the best in students, and appreciating their role as second parents. Pilar IV achieved the highest average weighted mean of 4.92, closely followed by Pilar I and III with 4.90 each and Pilar II with 4.80. This indicates that school heads' leadership behaviors positively impact teachers' commitment to and care for their students across all districts. The findings suggest a strong culture of care and dedication among teachers towards student well-being and academic success in Pilar's districts. High scores on indicators related to fair treatment, concern for welfare, and emotional support reflect teachers' commitment to fostering inclusive environments (Sánchez et al., 2021). Addressing lower scores necessitates interventions focusing on empathy and equity (Sánchez et al., 2021). Despite minor variations, all districts exhibit strong morale and professionalism among educators.

### ***Level of Teachers' Morale in Terms of Attitudes towards Superiors and Peers***

Comparing indicators across districts reveals variations in teacher perceptions within Pilar's school districts. Despite minor differences, high morale prevails, affirming a commitment to professional excellence and collaboration (Beltrán-Catalán et al., 2021). The findings underscore the importance of positive professional relationships and supportive leadership in fostering a thriving educational community committed to continuous growth and excellence.

The result reveals a consistently high level of teacher morale across Pilar districts, indicating strong dedication to school and community. Despite slight variations, indicators like unity with the community and eagerness for participation garner high scores, affirming a positive outlook and commitment to educational and societal advancement among teachers.

The moral analysis, which reflects teachers' morale levels toward attitudes about school and community over the four pillars, consistently scores high morale for all the teachers. All the indicators have weighted means of 4.50 to 4.98, labeled "Very High." Teachers experience strong unity, professional loyalty, and belongingness, eagerness to participate in school activities, punctuality, and willingness to contribute to the community and maintain harmonious relations. The average weighted mean of each pillar is 4.84, generally in agreement and continuously supporting the result that teachers tend to have very high morale for their school and community.

The results highlight the importance of fostering a positive school climate, promoting community engagement, and nurturing collaborative relationships among stakeholders within Pilar's districts. This supportive environment,

characterized by unity and proactive participation among teachers, enhances student well-being and academic success (Pan et al., 2021). Such findings underscore the pivotal role of leadership in cultivating a conducive educational ecosystem (Pan et al., 2021).

### **Impact of Elementary School Heads' Leadership Behavior on Teachers' Morale in the School Districts in Pilar**

Every academic institution's success is significantly influenced by school administrators. They play important roles in achieving their objectives and aims, not just for their support personnel but also for the entire student population. In order to meet the needs and problems of modern pedagogy, particularly in this new normal school setup, it is crucial to pinpoint key characteristics of some behaviors that leaders should demonstrate.

All districts prioritize supportive learning environments and effective teaching practices; variations in scores reveal district-specific strengths and areas for improvement. Overall, it indicates effective leadership in fostering positive teaching and learning environments across all districts.

### ***Impact of Elementary School Heads' Leadership on Teachers' Morale Concerning School Staff***

It evaluates the impact of elementary school heads' leadership on teachers' morale concerning school staff across four districts in Pilar. While indicators like "meaningful work" and "timely feedback" score consistently high, areas for improvement include resource distribution and favoritism avoidance. Overall, leadership practices significantly affect staff morale, highlighting the importance of equitable resource allocation and impartiality for fostering positive work environments in Pilar's elementary schools.

The data highlights the profound impact of elementary school heads' leadership on teachers' morale and the promotion of effective teaching and learning practices. Across all pillars evaluated, which include promotion of teaching and learning, support for continuous learning goals, engagement in professional development, and overall impact, the consistent "Very High" ratings reflect strong leadership qualities. These include fostering diverse teaching strategies, supporting integrated learning opportunities, and encouraging both staff and student development beyond traditional academic settings. Such leadership not only enhances teachers' morale by recognizing their efforts and supporting their professional growth but also cultivates a dynamic educational environment conducive to continuous improvement. The implication is clear: sustained and effective leadership at the elementary school level is crucial for maintaining high standards of education, fostering innovation in teaching practices, and ultimately, positively impacting student learning outcomes. This underscores the importance of investing in and supporting school leaders who



prioritize both the professional development of their staff and the enrichment of their educational programs.

### ***Impact of Elementary School Heads' Leadership Behavior on School Staff***

The data shows the significant impact of elementary school heads' leadership behavior on school staff. Across all pillars evaluated—demonstrating respect for staff and building collegiality—the weighted means consistently reflect “Very High” and “High” adjectival descriptions. Particularly notable is Pilar II, where indicators such as supporting collaboration, providing timely feedback, and facilitating constructive conflict resolution achieve nearly perfect scores, highlighting strong leadership in fostering a supportive and collaborative work environment. This not only enhances staff morale and job satisfaction but also promotes a culture of teamwork and professional growth. The overall high averages across all pillars affirm that effective leadership behaviors, including respect, fairness in resource distribution, and proactive support for staff cohesion, are crucial for creating a positive school climate conducive to both personal and collective success.

The findings show the critical role of elementary school heads' leadership in shaping teachers' morale and the organizational climate in Pilar's school districts. High scores in indicators like “meaningful work” and “timely feedback” highlight the positive impact of supportive leadership practices, fostering a sense of value and collaboration among staff. However, lower scores in indicators like “equitable resource distribution” suggest areas for improvement to mitigate potential sources of conflict and enhance staff morale. These insights align with research on transformational leadership, emphasizing the importance of supportive leadership behaviors in promoting teacher commitment and organizational effectiveness (Pacursa & Pacursa, 2021).

### ***Impact of Elementary School Heads' Leadership on Teachers' Morale along Stakeholders***

The elementary school heads' leadership impacts teachers' morale concerning stakeholders in Pilar's districts. High scores in indicators like “Giving recognition to people who succeed with new ideas” highlight leadership's role in fostering creativity and innovation. However, lower scores in indicators like “Stimulating creativity in others” suggest areas for improvement. Overall, effective leadership practices that recognize and support innovative efforts contribute to a dynamic learning environment. The high average weighted means and consistent “Very High” adjectival descriptions across all pillars indicate robust support for creativity and innovation within elementary school leadership. This implies that fostering a culture where creativity is encouraged and recognized is feasible and highly beneficial. Such leadership behaviors inspire educators to seek continuous improvement in teaching methods and empower them to implement new ideas

effectively. The implication is that elementary school leaders should prioritize supporting and facilitating creativity among their staff, as it can lead to enhanced student engagement, improved learning outcomes, and a dynamic educational environment that adapts to evolving challenges and opportunities in education. This approach ultimately contributes to the overall success and innovation of the school community.

Emphasizing creativity and innovation fosters a positive organizational climate, enhancing teacher job satisfaction and student outcomes. Supporting teachers in implementing new ideas cultivates efficacy and ownership, contributing to a dynamic learning environment and improved student achievement, aligning with Wang et al.'s findings.

## **Challenges Encountered on School Leadership Behavior**

### ***Teaching and Learning***

School leaders face various obstacles that can hinder their ability to support teachers, facilitate collaboration, and promote student success. The challenges elementary school heads face in leadership related to teaching and learning across districts in Pilar. Pilar II exhibits more effective leadership, notably in minimizing paperwork and collaborating with teachers. Conversely, Pilar I struggles, particularly in encouraging diverse learning needs. Overall, challenges persist in fostering diverse learning needs and ensuring adequate instructional funding. Effective leadership involves streamlining administrative tasks, promoting teacher productivity, and addressing diverse student needs. Overcoming challenges in these areas is crucial for enhancing teaching and learning outcomes, emphasizing the importance of supportive leadership and resource allocation in elementary schools.

Significant challenges in elementary school heads' leadership behaviors across teaching and learning domains in various districts. While pillars II and IV consistently achieve "Very High" adjectival descriptions in most indicators, pillar I struggles with lower weighted means, particularly in providing ample encouragement for diverse learning needs and ensuring sufficient time for planning. These challenges suggest a need for targeted improvements in time management strategies, allocation of responsibilities, and adaptation to evolving educational trends. Addressing these issues effectively could enhance overall leadership effectiveness, better support teachers in meeting diverse student needs, and ultimately improve educational outcomes across districts.

The highlight crucial areas where elementary school heads' leadership behaviors can be strengthened to overcome identified challenges in teaching and learning. Specifically, addressing the lower weighted means in Pillar I underscores the need for school leaders to prioritize and allocate sufficient time for effective planning and to provide robust support for diverse learning needs. Improving communication and collaboration with teachers on instructional strategies and

ensuring manageable roles are also essential. Moreover, adapting quickly to changing educational trends and enhancing support for instructional funding are critical for maintaining high standards and meeting evolving educational demands. School leaders can enhance their effectiveness by focusing on these areas, fostering a more supportive environment for teachers, and ultimately improving educational outcomes across districts.

Bakar et al.'s (2021) study on school leaders' knowledge resonates with the result highlighting gaps in student assessment and technology integration. Addressing these challenges can improve student outcomes and overall school success by enhancing leadership capabilities and addressing critical needs in teaching and learning practices.

### ***School Staff across Districts***

The challenges in elementary school heads' leadership behavior along school staff across Pilar districts. Generally, indicators like providing instructional support and fostering collaboration receive high scores, particularly in Pilar I and II. However, Pilar III and IV show room for improvement, notably in promoting collaboration and positive relationships among staff. Overall, addressing these challenges can enhance school staff dynamics and organizational effectiveness, contributing to improved student outcomes.

Strong emphasis on indicators like "establishing good relationships among staff" and "providing sufficient instructional support" in districts like Pilar I and II indicates a conducive work environment, likely leading to higher staff satisfaction and better student outcomes. Conversely, lower scores in areas like "providing opportunities for collaboration among school staff" in Pilar III and weak interpersonal relationships in Pilar IV necessitate attention and improvement. These findings align with Dublar's (2023) study on technology integration, emphasizing the pivotal role of effective instructional support in enhancing student learning outcomes.

The highlight critical areas where elementary school heads' leadership behaviors can be enhanced across districts to better support school staff. While Pillars I and II demonstrate strong leadership in providing instructional support, fostering collaboration, and establishing positive relationships, Pillars III and IV indicate areas needing improvement, such as clarifying staff roles and responsibilities and ensuring adequate support resources. Addressing these challenges is crucial to fostering a cohesive and supportive school culture where staff feel valued and equipped to perform their duties effectively. School leaders can enhance staff morale, teamwork, and overall organizational effectiveness by improving communication, clarifying expectations, and allocating sufficient resources. This, in turn, can lead to improved student outcomes and a more

positive educational environment for all stakeholders involved in the school community.

These challenges across districts highlight robust engagement efforts in improving school climate and proactive measures in planning for enhancement. While all districts demonstrate a commitment to stakeholder engagement, areas for improvement include planning orientation sessions and ensuring full stakeholder investment. Overall, the findings emphasize the importance of effective stakeholder engagement in driving school improvement initiatives and enhancing educational outcomes, indicating a shared dedication to addressing challenges in leadership behavior across districts.

### ***Stakeholders across Districts***

The significance of elementary school heads' leadership behavior in effectively engaging stakeholders across districts. High scores in indicators like “engaging stakeholders in school climate improvement” and “providing activities on how to develop plans for school improvement” signify successful leadership efforts, fostering stakeholder involvement and commitment to enhancing the educational environment. Conversely, lower scores in indicators such as “planning orientation sessions” suggest improved communication and stakeholder involvement. Addressing these challenges is crucial for fostering a sense of ownership and commitment among stakeholders, ultimately contributing to a positive learning environment (Roxas, 2018).

It shows the exemplary leadership of elementary school heads in engaging stakeholders across districts, as evidenced by consistently high weighted means and “Very High” adjectival descriptions across all pillars. Particularly noteworthy are Pillar I's efforts in actively involving stakeholders in school climate improvement and Pillar IV's strategic orientation sessions for resource review and improvement planning. However, Pillar III shows a slightly lower average, indicating room for enhancement in providing opportunities for stakeholder input on vision and goals. The implications are profound: effective leadership in engaging stakeholders fosters a collaborative approach to school improvement and ensures that all voices are heard and valued in shaping the educational direction. By strengthening these practices, such as increasing opportunities for input and fostering community-wide investment, school leaders can further enhance trust, transparency, and collective commitment to achieving educational excellence and sustained improvement across districts.

### **Measures Undertaken to Address Challenges Encountered in Elementary School Heads' Leadership Behavior**

Adopting changes in educational trends has been emphasized as a pivotal measure. This involves staying abreast of emerging trends and implementing relevant changes to enhance instructional improvement.

Collaborating with colleagues has been highlighted as essential for generating innovative ideas and solutions. School staff can leverage their collective expertise and experiences to address challenges more effectively by engaging in collective brainstorming sessions.

The importance of having a vivid planning process cannot be overstated. Through meticulous planning, school leaders can outline clear objectives, strategies, and timelines for achieving desired outcomes, ensuring that efforts are focused and coordinated. Open and honest communication, along with a willingness to listen to and address concerns, can help build trust and camaraderie among staff members. Providing instructional support to staff is crucial for enhancing teaching effectiveness and student learning outcomes. Conducting regular meetings and consultations with stakeholders is another essential measure. School leaders can actively engage with parents, students, teachers, and community members to gather valuable feedback, build partnerships, and foster a sense of ownership and collaboration in school decision-making processes. Finally, establishing a system for feedback and follow-up is essential for promoting transparency, accountability, and continuous improvement within the school community. By soliciting input, tracking progress, and making adjustments based on feedback, school leaders can ensure that initiatives are responsive to the needs and aspirations of stakeholders.

### **The Proposed Model of Leadership**

The Proposed Model of Leadership outlined in the study presents a robust framework that integrates adaptive strategies, transformational leadership behaviors, and change management principles to strengthen educational leadership in schools. Central to the model is the advocacy for fostering a culture of experimentation and learning, encouraging school leaders to embrace innovative approaches and adapt to evolving educational needs. By promoting distributive leadership practices, the model empowers stakeholders to actively participate in decision-making processes, fostering a collaborative environment that values diverse perspectives. Transformational leadership behaviors such as providing motivation, stimulating intellectual growth, and demonstrating personalized attention enhance the model's effectiveness. These behaviors inspire educators, align stakeholders towards shared objectives, and promote transparency and trust through collaboration and inclusive decision-making.

Furthermore, the model shows the significance of effective change management principles, including rigorous assessment of change requirements, establishment of clear visions and strategies, continuous stakeholder engagement, methodical implementation of change initiatives, and systematic monitoring of progress and outcomes. These principles provide a structured approach for school leaders to navigate challenges, ensuring educational initiatives are aligned with strategic goals and responsive to evolving educational contexts. By integrating these components, the Adaptive Transformational School Leadership Behavior

and Change Model aims to create dynamic, supportive educational environments that foster continuous improvement and sustainable enhancements in educational outcomes and overall school performance.

The limitations of this study include its narrow focus on a specific geographical area, Pilar, Sorsogon, which may limit the generalizability of the findings to other educational contexts. Additionally, reliance on self-reported data from surveys and document analysis introduces the possibility of response bias and social desirability bias, potentially affecting the accuracy and reliability of the results. Furthermore, the cross-sectional nature of the study design hinders the ability to establish causal relationships between leadership behaviors and teacher morale over time, highlighting the need for longitudinal research to track the sustained impact of the proposed Adaptive Transformational School Leadership Behavior and Change Model on enhancing teacher satisfaction and improving educational outcomes in the long term.

## CONCLUSIONS

The new knowledge contribution of this study lies in its comprehensive examination of the impact of elementary school heads' leadership behavior on teacher morale in Pilar, emphasizing the need for targeted interventions to address challenges such as workload management and communication, ultimately aiming to enhance teacher satisfaction and improve educational outcomes.

The study highlights proactive leadership among elementary school heads in Pilar, emphasizing alignment with the school's vision and fostering a collaborative, supportive culture. They employ data-driven decision-making and strategic financial management to enhance educational excellence while prioritizing staff development and inclusive decision-making processes. The findings show that supportive leadership practices drive high teacher morale, yet they identify areas for improvement, such as workload management and communication. Addressing these challenges through targeted interventions can further boost teacher satisfaction and improve educational outcomes. Additionally, the study advocates for the Adaptive Transformational School Leadership Behavior and Change Model, which emphasizes adaptive leadership principles to navigate complexities, foster innovation, and promote continuous improvement in educational settings.

This study contributes to policy development by highlighting the importance of fostering a supportive organizational culture through adaptive leadership principles and continuous improvement strategies to enhance teacher morale and ultimately improve educational outcomes in school settings.

Further research directions stemming from this study include evaluating the sustained impact of the Adaptive Transformational School Leadership Behavior and Change Model on teacher morale and educational outcomes, investigating the influence of specific leadership behaviors on teacher satisfaction in varied

educational settings, and assessing the effectiveness of professional development initiatives and collaborative platforms in fostering a positive school culture and improving overall school performance.

## **TRANSLATIONAL RESEARCH**

The study on the impact of elementary school heads' leadership behavior and teachers' morale focuses on applying theoretical insights into practical strategies for educational improvement. The study underscores the importance of school leaders prioritizing articulating and disseminating the school's vision, mission, and core values to ensure alignment among stakeholders. Practical implementation includes regular workshops and meetings to reinforce these elements, fostering a shared understanding and commitment. Additionally, fostering a supportive organizational culture can be achieved through team-building activities and peer mentoring programs, enhancing collaboration and effective teaching. Open communication and regular feedback further strengthen this culture. Data-driven decision-making is another critical aspect, with schools adopting advanced data management systems to track progress and performance, and training staff on data analysis. Strategic financial planning involves transparent budgeting and seeking additional funding through grants or partnerships. Promoting professional growth through continuous development opportunities and encouraging participation in professional learning communities enhances teacher morale. Building positive relationships with stakeholders and promoting inclusion can be achieved through regular meetings and collaborative projects. Implementing pilot programs in selected schools can test these strategies, with feedback refining the approaches. Establishing clear metrics for evaluating impact and scaling successful programs district-wide will lead to sustained improvements in school leadership and teacher satisfaction.

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