



## Educational leadership philosophies of public elementary administrators in educational administration and supervision

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### Abstract

This study investigates the educational leadership philosophies of public elementary school administrators in Baguio City, focusing on their perceived impact on school governance, professional development, and ethical decision-making. Employing a mixed-method explanatory sequential design, the research utilized surveys and interviews to gather insights from 45 school administrators and 45 teachers. Results indicate a strong alignment between administrators and teachers regarding leadership philosophies, with both groups recognizing the significant role of school leaders in fostering collaboration, professional growth, and ethical governance. The highest-rated indicator was administrators' support for teacher professional development, highlighting its critical role in improving instructional quality. While differences were statistically insignificant, minor gaps were observed in areas related to innovation and challenging traditional practices. Based on these findings, it is recommended that administrators strengthen initiatives promoting adaptive leadership, structured collaboration, and continuous professional development. Enhancing transparency in decision-making and fostering an innovation-driven culture may further improve leadership effectiveness, ensuring a dynamic and responsive educational environment.

**Keywords:** Leadership, governance, collaboration, ethics, development

### Introduction

Effective school leadership is widely recognized as a key factor in achieving Sustainable Development Goals (SDGs), particularly Goal 4.5.1, which emphasizes inclusive and equitable quality education (UNESCO, 2015). School administrators play an essential role in fostering a positive learning environment, supporting teacher development, and improving learner outcomes. Research shows that the educational philosophies and practices of school administrators are significant determinants of overall school performance (Özdemir *et al.*, 2022). The efficacy of school administrators is significantly influenced by educational leadership philosophies, which affect their communication tactics, leadership styles, and community engagement techniques. For instance, transformational leadership inspires educators and learners alike by fostering a culture of cooperation and creativity. This leadership approach has been shown to improve teachers' dedication to their jobs, improving student outcomes (Kareem & Patrick, 2019; Bakti & Hartono, 2022). A school atmosphere that encourages academic optimism among teachers and improves student accomplishment is produced by administrators who employ transformational leadership behaviors, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Alkadash *et al.*, 2023).

Research conducted in Yemen public schools demonstrated that transformational leadership significantly predicts teaching performance, mediated by a positive school culture (Alkadash *et al.*, 2023). This finding underscores the importance of school culture in achieving educational excellence and suggests that leaders who cultivate a strong, collaborative culture can enhance teacher motivation and student outcomes. In India and the United States, transformational leaders have been effective in promoting educational innovation and improving school performance (Deh *et al.*, 2023; American University, 2019). However,

how these leadership processes manifest in unique contexts like Baguio City remains understudied. Baguio City, with its rich cultural diversity and distinct socioeconomic factors, presents specific challenges that influence school leadership and educational outcomes.

Similarly, by focusing on cooperation and support, servant and collaborative leadership philosophies can create a pleasant school climate. Meeting the needs of educators and students comes first for servant leaders, who also help staff members feel valued and empowered (Educational Leadership Philosophy, 2020). By actively including teachers in decision-making, collaborative leaders boost support for school initiatives and enhance internal communication (De Nobile & Bilgin, 2022). Both strategies improve teacher morale and fortify dedication to the mission and objectives of the school. Ultimately, enhancing administrative performance and enhancing the educational experience for staff and students depend heavily on strong educational leadership philosophies.

Knowing the principles behind educational leadership is important for both local and global attempts to enhance educational institutions. Effective school administrators are essential to bringing about change and developing a culture of continuous improvement, according to UNESCO, which emphasizes the crucial role that leadership plays in accomplishing educational goals (UNESCO, 2016). There is an urgency of need in conducting this study so as to provide with good conversation on leadership practices in a variety of educational context. Despite the existing literature emphasizing the influence of leadership styles on school performance, there is limited research specifically focused on the educational leadership philosophies of elementary school administrators in Baguio City. This disparity is particularly significant given the unique challenges posed by Baguio City's socioeconomic factors, cultural diversity, and philosophical beliefs. Baguio City's cultural diversity also has a profound impact on the development of leadership

styles and educational methods (Baguio City Local Government, 2021). School administrators must integrate cultural sensitivity into their leadership philosophies to create inclusive and adaptable learning environments. However, there is insufficient research on how factors such as professional expertise, educational background, and life experiences shape leadership styles within this culturally complex context (Bakker *et al.*, 2023). Understanding school administrators' leadership philosophies is critical for both local and global efforts to improve educational institutions. As Northouse (2018) notes, effective educational administrators should develop a personal leadership philosophy that incorporates various styles, such as transformational and servant leadership, to foster trust and collaboration. A clear vision rooted in leadership philosophy enables teachers to align with school goals, increasing their sense of urgency and accountability. For instance, when teachers are aware of their administrators' transformational leadership traits, such as intellectual stimulation and inspirational motivation, they are more likely to feel motivated and responsible for student success. Given the frequent changes in school administrators, teachers must understand their school administrators' leadership philosophies, especially as the recent implementation of the MATATAG Curriculum necessitates significant adjustments in instructional methods and school management. This understanding not only aids teachers in adapting to new leadership styles but also instills a sense of urgency and accountability in their roles allowing them to craft plans and programs aligned with the school's goals, feel more responsible for their contributions, and be better equipped to meet expectations, as they play a vital part in successfully implementing curricular changes and enhancing student outcomes. By exploring the leadership philosophies of school administrators, this research aims to highlight how these philosophies influence teachers' adaptability, collaboration, and overall effectiveness in fostering a positive learning environment during transitional periods.

Moreover, the connection between the philosophies of administrators and the effectiveness of teachers in the distinct educational landscape of Baguio City has yet to be examined. This research intends to explore how teachers' understanding of leadership philosophies impacts their effectiveness in the classroom, aiming to align leadership strategies with teaching practices and ultimately enhance educational outcomes. Furthermore, these insights may guide the development of future professional development programs, customizing leadership training to meet the requirements of teachers, thereby improving their teaching effectiveness and benefiting students. The study aims to provide valuable insights into the relationship between leadership philosophies and teacher performance by bridging these research gaps. This, in turn, will guide future educational leaders in developing philosophies that foster collaboration, adaptability, and improved learning outcomes. It will also serve as a reference for policymaking, leadership training, and educational standards enhancement in Baguio City and similar urban, multicultural environments.

### **Review of Related Literatures**

Leadership philosophy serves as the foundational framework that guides educational administrators in

decision-making, professional interactions, and instructional leadership. It reflects a leader's core values, beliefs, and principles that influence behavior, communication, and organizational priorities. In educational settings, a clearly articulated leadership philosophy promotes mutual understanding, accountability, and trust between administrators and teachers, thereby shaping school culture and instructional practices (Society for Neuroscience, 2019; Sugars, 2024). Studies emphasize that leaders who ground their philosophy in integrity, transparency, and reflection foster collaboration, innovation, and resilience within schools (Ambler, 2012; Deierlein, 2015; Northwest Education, 2024). As key figures in schools, administrators' leadership philosophies significantly influence school vision, staff engagement, and teaching effectiveness, aligning instructional goals with collective institutional objectives (Grogan, 2013; Hallinger, 2010; Robinson *et al.*, 2009).

Transformational, servant, and distributed leadership philosophies further explain how leadership beliefs translate into instructional influence and teacher performance. Transformational leadership focuses on inspiring teachers through a shared vision, intellectual stimulation, and individualized support, fostering professional growth and improved learner outcomes (Bass & Riggio, 2006; Leithwood & Jantzi, 2000). Servant leadership complements this approach by prioritizing the needs of teachers and learners, emphasizing empathy, trust, and service, which strengthens teacher commitment and engagement (Greenleaf, 1977; Spears, 2010). Distributed leadership expands leadership capacity by sharing responsibilities among administrators and teachers, encouraging collaboration and inclusive decision-making that enhances school responsiveness and instructional quality, particularly in elementary education settings (Harris, 2004; Spillane, 2006).

Innovative, visionary, collaborative, and adaptive leadership philosophies highlight the dynamic nature of effective school leadership in complex educational environments. Innovative leadership fosters creativity, flexibility, and shared decision-making, allowing teachers to contribute ideas and refine instructional practices (Oke *et al.*, 2009; Shafique *et al.*, 2019). Visionary leadership emphasizes articulating a compelling future that motivates stakeholders toward shared goals, while collaborative leadership promotes teamwork and shared ownership, increasing engagement and organizational commitment (Goleman, 2002; UYC, 2021). Adaptive leadership enables school administrators to respond effectively to continuous changes in policies, learner needs, and external challenges by remaining flexible and resilient while sustaining instructional focus (Heifetz & Laurie, 2001). Collectively, these leadership philosophies underscore the critical role of administrators in shaping teaching practices, school culture, and educational outcomes through reflective and responsive leadership.

These leadership philosophies are relevant to the study since they provide a general framework from which to review the philosophies of educational leadership practiced by elementary school administrators. Innovative leadership theory explains creativity, collaboration, and flexibility, which can be essential in building the friendly atmosphere

of learning that will work for both teachers and students. Transformational leadership theory serves the study toward an understanding of how administrators can inspire teachers to innovate and improve through motivation. Servant leadership theory focuses on the need for attention to the needs of teachers and setting up a favorable, trustworthy climate, which is the prescription for teacher engagement and commitment. The distributed leadership theory supports the thought that responsibility should be shared since it fosters decision-making that is collective in nature; ultimately, this enhances effectiveness in educational institutions.

Lastly, visionary, collaborative, and adaptive leadership theories emphasize foresight, teamwork, and flexibility—qualities essential for navigating the complex and evolving educational environment of Baguio City—thereby supporting an examination of how leadership philosophies influence teaching practices and educational outcomes. Anchoring this inquiry, Social Cognitive Theory (SCT) explains how administrators shape school culture through modeling, observational learning, and reciprocal interactions among personal beliefs, behavior, and the environment (Bandura, 1986). When administrators consistently demonstrate inclusive, ethical, and high-expectation leadership, teachers observe, internalize, and replicate these behaviors, strengthening self-efficacy, collaboration, and instructional practice (Usher & Pajares, 2019; Schunk & DiBenedetto, 2020; Zimmerman & Schunk, 2022). Complementary, Social Exchange Theory (SET) elucidates how leadership philosophies operate through reciprocal relationships grounded in trust, fairness, and mutual benefit (Blau, 1964; Cropanzano *et al.*, 2019). Administrators who practice servant or transformational leadership foster supportive exchanges—providing resources, recognition, and guidance—that teachers reciprocate through commitment, cooperation, and improved performance (Amanchukwu *et al.*, 2020; Hom *et al.*, 2022; Lavena, 2019). Together, SCT and SET provide a robust theoretical lens for understanding how administrators' leadership philosophies influence behavior, relationships, and school climate, ultimately contributing to a positive and productive learning environment.

### Methodology

This study employed a mixed-methods approach using an explanatory sequential design to examine the educational leadership philosophies of public elementary school administrators in Baguio City, allowing for a comprehensive analysis of both trends and underlying meanings. Quantitative data were gathered first through a self-constructed questionnaire administered to all administrators from the forty-five (45) public elementary schools in the city using total enumeration, while purposive sampling was used to select forty-five (45) teachers who could provide in-depth insights based on their direct experiences with school leadership. The questionnaire consisted of a 5-point Likert-scale section measuring alignment with various leadership philosophies and open-ended questions to elicit qualitative perspectives; two versions were administered separately to administrators and teachers. Reliability was established through pilot testing and Cronbach's alpha, while content

validity was ensured through expert review by the adviser and defense panel. Data collection was conducted from November 2024 to January 2025 following the necessary institutional approvals, with surveys administered prior to follow-up interviews that further explained quantitative results. Quantitative data were analyzed using descriptive statistics and an independent samples t-test to determine differences between administrator and teacher perceptions, while qualitative data were treated through thematic and content analysis to deepen interpretation. Ethical standards were strictly observed through informed consent, confidentiality, anonymity, and compliance with data privacy regulations, ensuring the integrity and credibility of the research process.

### Results and Discussions

#### Level of Agreement of the Administrators on the Educational Leadership Philosophies.

Table 1 presents the level of agreement of school administrators on educational leadership philosophies, with an overall weighted mean (AWM) of 4.83, indicating a strong level of agreement among respondents. The four highest-ranking indicators reflect key educational leadership philosophies. Encouraging staff to pursue innovative ideas and solutions (WM = 4.93, Rank 2.5) aligns with Transformational Leadership Philosophy while empowering teachers and promoting their professional growth (WM = 4.93, Rank 2.5) embodies Transformational and Servant Leadership principles. Additionally, building strong relationships with learners and their families (WM = 4.93, Rank 2.5) is a core aspect of Servant Leadership Philosophy. Lastly, promoting a safe and inclusive school environment is a fundamental principle of Instructional Leadership Philosophy. These results highlight that the administrators prioritize teacher motivation, professional development, positive relationships, and a safe and inclusive school environment essential for effective school leadership and student success. One school administrator emphasized this sentiment, stating, "We believe that fostering professional growth among teachers and creating an environment where innovative ideas thrive is crucial to ensuring both educator and student success." Conversely, the three lowest-ranking indicators, though still within the Strongly Agree category, suggest areas with slightly lower emphasis: (1) regularly challenging the status quo to improve school effectiveness (WM = 4.64, Rank 25), (2) encouraging staff to experiment with new teaching methods and technologies (WM = 4.67, Rank 24), which are both under Innovative Leadership Philosophy and (3) having a clear vision for the school that aligns with educational best practices (WM = 4.71, Rank 23) under Ethical Leadership Philosophy. These findings imply that while administrators recognize the importance of innovation and adaptability, there may be some hesitation in implementing changes that challenge traditional practices or in fully integrating emerging educational trends into their leadership strategies. One school administrator reflected on this challenge, stating, "While we understand the need for innovation, there's a cautious approach when it comes to pushing boundaries, as we must balance new ideas with what has already proven effective in our school context."

**Table 1:** Level of agreement of the administrators on the educational leadership philosophies (n=45)

Indicators	TWP	WM	DE	R
1. The school administrator motivates and inspires the teaching staff to improve their teaching methods.	222	4.93	SA	2.5
2. The administrator encourages staff to innovate and think creatively about solutions to problems.	217	4.82	SA	15
3. The administrator fosters a positive and inclusive school culture that motivates everyone to do their best.	213	4.73	SA	21.5
4. The administrator provides opportunities for professional development and growth	216	4.80	SA	18
5. The school administrator prioritizes the well-being and needs of the staff and students	212	4.71	SA	23
6. The administrator frequently seeks input from staff when making decisions that affect the school.	221	4.91	SA	7
7. The administrator empowers teachers to make decisions about their classrooms.	222	4.93	SA	2.5
8. The administrator demonstrates humility and always seeks to serve the needs of others first	218	4.84	SA	12.5
9. The school administrator includes teachers in decision-making processes regarding policies and programs.	222	4.93	SA	2.5
10. The administrator fosters open communication and encourages the sharing of ideas and opinions.	221	4.91	SA	7
11. The administrator respects and values the opinions and input of staff when making decisions.	221	4.91	SA	7
12. The administrator promotes collaboration among staff to improve teaching and learning practices.	221	4.91	SA	7
13. The administrator is actively involved in improving the quality of teaching and learning in the school.	222	4.93	SA	2.5
14. The administrator regularly observes classes and provides constructive feedback to teachers.	217	4.82	SA	15
15. The administrator provides resources and guidance to help teachers enhance their instructional practices	216	4.80	SA	18
16. The administrator uses data to guide decision-making to improve student outcomes.	216	4.80	SA	18
17. The administrator ensures fairness and transparency in decision-making processes.	219	4.87	SA	11
18. The administrator holds themselves accountable for the ethical standards of the school.	220	4.89	SA	10
19. The administrator models' integrity and ethical behavior in all their actions.	218	4.84	SA	12.5
20. The administrator promotes a school culture that values ethical decision-making and moral integrity.	221	4.91	SA	7
21. The school administrator encourages teachers to experiment with new teaching techniques and technologies.	217	4.82	SA	15
22. The administrator supports staff in adopting innovative approaches to improve learning outcomes.	210	4.67	SA	24
23. The administrator promotes an environment where creativity and innovation are encouraged.	213	4.73	SA	21.5
24. The administrator regularly explores new ideas and trends that can benefit the school.	214	4.76	SA	20
25. The administrator encourages the staff to challenge existing practices to foster improvement.	209	4.64	SA	25
AWM		4.83	SA	

**Legend**

Scale	Statistical Limits	Descriptive Equivalent	Symbol
5	4.21-5.00	Strongly Agree	SA
4	3.41-4.20	Agree	A
3	2.61-3.40	Neutral	N
2	1.81-2.60	Disagree	D
1	1.00-1.80	Strongly Disagree	SD

The implications of these findings suggest that school administrators are highly committed to fostering an inclusive, motivational, and ethically sound learning environment. However, there is a need to strengthen efforts in promoting innovation, embracing change, and encouraging risk-taking in educational leadership. Providing professional development programs that equip administrators with strategies for managing change, integrating technology, and leading adaptive educational practices can help address these gaps. Furthermore, fostering a culture of continuous improvement and research-driven decision-making will ensure that schools remain responsive to evolving educational demands and global trends. One school administrator highlighted this need, stating, “We strive to create a supportive and inclusive environment, but we also recognize that embracing innovation and adapting to change is an area where we can grow further to keep up with the demands of modern education.”

Recent research findings tell that effective educational leadership significantly influences school culture, teacher motivation, and student outcomes. The Successful School Leadership 2020 report emphasizes that leadership impacts school organization and culture, indirectly affecting student outcomes by enhancing conditions for teaching and learning (Education Development Trust, 2020). This aligns with the high agreement among administrators on motivating and

inspiring teaching staff, as highlighted in the table. Furthermore, the National Leadership Education Research Agenda 2020–2025 underscores the importance of advancing leadership education scholarship, supporting the notion that empowering teachers and promoting their professional growth are critical components of effective leadership (Guthrie *et al.*, 2020) [12]. These findings suggest that fostering teacher motivation and strengthening relationships within the school community remain central to effective leadership practices.

Conversely, the table's lower-ranked indicators, such as regularly challenging the status quo and encouraging experimentation with new teaching methods, reflect areas where administrators may exhibit caution. This is supported by literature indicating that while transformational leadership fosters positive environments, there can be hesitancy in implementing innovative practices due to resistance to change (Fullan, 2021) [11]. The Educational Leadership Philosophy article discusses the need for school leaders to adopt visions that encompass the best teaching practices suggesting that embracing change and innovation is essential for continuous improvement (LSU Online, 2022) [18]. These findings highlight the need for leadership training programs that equip administrators with the confidence and strategies to challenge traditional methods, integrate emerging educational trends, and promote adaptive leadership in schools.

**The Level of Agreement of Teachers on the Educational Leadership Philosophies of the School Administrators.**

Table 2 presents the level of agreement of teachers on educational leadership philosophies, with an overall weighted mean (AWM) of 4.82, indicating a strong level of agreement among respondents. The three highest-ranking indicators are: (1) the school administrator prioritizes the well-being and needs of the staff and students which

highlights a special aspect of Transformational Leadership Philosophy (WM = 4.91, Rank 1.5), (2) the administrator provides opportunities for professional development and growth exemplifies Servant Leadership Philosophy (WM = 4.91, Rank 1.5), and (3) the administrator fosters open communication and encourages the sharing of ideas and opinions.(WM = 4.89, Rank 3) reflects the principle of Democratic Leadership Philosophy. These results indicate that teachers perceive their administrators as highly supportive, motivating, and focused on fostering a positive school environment. The administrators' emphasis on the well-being of pupils and teachers, professional development and open communication is strongly reflected in teachers' assessments. "Class observations are helpful, but sometimes we need more specific feedback and ongoing support to really improve our teaching practices," shared one teacher. In contrary, the three lowest-ranking indicators, though still within the Strongly Agree category, suggest areas with slightly lower emphasis: (1) regular class observation and provision of constructive feedback to teachers falls under Instructional Leadership Philosophy (WM = 4.64, Rank 25),

teachers may feel that feedback could be more specific, actionable, or supportive in improving instructional strategies and may prefer a more collaborative coaching approach rather than formal observations, which might influence their level of agreement (2) frequent seeking of input from staff when making decisions that affect the school under servant leadership philosophy (WM = 4.71, Rank 24), and (3) encouraging staff to innovate and think creatively about solutions to problems reflects Transformational Leadership Philosophy (WM = 4.76, Rank 22.5).

These findings imply that while the school administrator is generally perceived as highly effective, there are slightly lower levels of emphasis on instructional supervision, participative decision-making, and fostering innovation compared to other leadership aspects. "We appreciate our administrator's leadership, but we hope for more opportunities to share our input on school decisions and to be encouraged to try out new, creative approaches," expressed another staff member.

**Table 2:** Level of agreement of the teachers on the educational leadership philosophies of the School Administrators (n=45)

Indicators	TWP	WM	DE	R
1. The school administrator motivates and inspires the teaching staff to improve their teaching methods.	219	4.87	SA	4.5
2. The administrator encourages staff to innovate and think creatively about solutions to problems.	214	4.76	SA	22.5
3. The administrator fosters a positive and inclusive school culture that motivates everyone to do their best.	217	4.82	SA	13.5
4. The administrator provides opportunities for professional development and growth	221	4.91	SA	1.5
5. The school administrator prioritizes the well-being and needs of the staff and students	221	4.91	SA	1.5
6. The administrator frequently seeks input from staff when making decisions that affect the school.	212	4.71	SA	24
7. The administrator empowers teachers to make decisions about their classrooms.	217	4.82	SA	13.5
8. The administrator demonstrates humility and always seeks to serve the needs of others first	218	4.84	SA	8.5
9. The school administrator includes teachers in decision-making processes regarding policies and programs.	217	4.82	SA	13.5
10. The administrator fosters open communication and encourages the sharing of ideas and opinions.	220	4.89	SA	3
11. The administrator respects and values the opinions and input of staff when making decisions.	218	4.84	SA	8.5
12. The administrator promotes collaboration among staff to improve teaching and learning practices.	218	4.84	SA	8.5
13. The administrator is actively involved in improving the quality of teaching and learning in the school.	218	4.84	SA	8.5
14. The administrator regularly observes classes and provides constructive feedback to teachers.	209	4.64	SA	25
15. The administrator provides resources and guidance to help teachers enhance their instructional practices	215	4.78	SA	20.5
16. The administrator uses data to guide decision-making to improve student outcomes.	214	4.76	SA	22.5
17. The administrator ensures fairness and transparency in decision-making processes.	218	4.84	SA	8.5
18. The administrator holds themselves accountable for the ethical standards of the school.	216	4.80	SA	17.5
19. The administrator models' integrity and ethical behavior in all their actions.	219	4.87	SA	4.5
20. The administrator promotes a school culture that values ethical decision-making and moral integrity.	218	4.84	SA	8.5
21. The school administrator encourages teachers to experiment with new teaching techniques and technologies.	216	4.80	SA	17.5
22. The administrator supports staff in adopting innovative approaches to improve learning outcomes.	216	4.80	SA	17.5
23. The administrator promotes an environment where creativity and innovation are encouraged.	217	4.82	SA	13.5
24. The administrator regularly explores new ideas and trends that can benefit the school.	215	4.78	SA	20.5
25. The administrator encourages the staff to challenge existing practices to foster improvement.	216	4.80	SA	17.5
AWM		4.82	SA	

**Legend**

Scale	Statistical Limits	Descriptive Equivalent	Symbol
5	4.21-5.00	Strongly Agree	SA
4	3.41-4.20	Agree	A
3	2.61-3.40	Neutral	N
2	1.81-2.60	Disagree	D
1	1.00-1.80	Strongly Disagree	SD

The results of this study align with existing research on educational leadership, particularly in the areas of instructional supervision, participative decision-making, and fostering innovation. Blase and Blase (2000) emphasized that teachers respond more positively to collaborative

coaching and specific, actionable feedback rather than formal evaluations, supporting the finding that teachers may seek more constructive and supportive observation practices. Further, the Key Result Areas (KRA) of a school principal in classroom observation, as outlined by the Department of Education (DepEd), emphasize instructional leadership, teacher development, and improved learning outcomes (DepEd Order No. 42, s. 2017). Rooted in educational philosophy, particularly pragmatism and constructivism, these KRAs align with the belief that education should be student-centered, inquiry-driven, and continuously improved (Dewey, 1938) [7]. By conducting classroom observations, principals fulfill epistemological and ethical responsibilities, ensuring that teaching methods

are effective, inclusive, and aligned with DepEd standards (Freire, 1970) <sup>[9]</sup>. This practice reflects philosophical ideals of fostering critical thinking, lifelong learning, and professional growth among educators, ultimately enhancing the quality of education.

Similarly, Bush and Glover (2014) <sup>[4]</sup> highlighted that while participative leadership is valued, its implementation is often inconsistent, echoing the result that seeking staff input in decision-making was perceived as less emphasized. Furthermore, Leithwood *et al.* (2004) <sup>[16]</sup> found that despite the theoretical endorsement of transformational leadership, school leaders often hesitate to

encourage creativity and risk-taking due to the need for stability and accountability. These studies corroborate the study’s findings, suggesting that while school administrators demonstrate overall leadership effectiveness, there is room to strengthen practices in supervision, shared decision-making, and innovation.

**Significant difference between the perspectives of the school administrators and the teachers on the level of agreement on the educational leadership philosophies.**

Table 3 presents a detailed comparison of the viewpoints of school administrators and teachers on educational leadership philosophies. The results demonstrate a significant alignment between the two groups, evident in their closely matched overall weighted means of 4.83 for administrators and 4.82 for teachers. This high level of consensus indicates that administrators and teachers have a mutual understanding of effective leadership practices, especially regarding aspects that focus on motivation, trust, and ongoing improvement. Both groups expressed a strong agreement regarding the ability of administrators to inspire and support their staff. For example, statements such as “The school administrators motivate and inspire the teaching staff to enhance their teaching methods” received the highest scores, with a weighted average of 4.93 from administrators and 4.87 from teachers. Similarly, the statement, “The administrator fosters open communication and encourages the sharing of ideas and opinions,” garnered ratings of 4.91 from administrators and 4.89 from teachers. These findings suggest that both groups acknowledge the significance of leadership behaviors that promote a positive and nurturing school environment. This is also validated by the teacher in an interview saying: “Our school

administrator consistently motivates us to improve our teaching methods, which inspires us to do better in our classrooms”.

Although there is consensus, certain areas exhibited minor differences in perception. Specifically, the statement, “the administrator encourages the staff to challenge existing practices to foster improvement,” received the lowest ratings, with administrators awarding it a score of 4.64 and teachers rating it higher at 4.80. This suggests that both administrators and teachers acknowledge the significance of motivating staff to challenge current practices for enhancement, yet administrators feel they engage in this less often or effectively than teachers perceive. The lower score from administrators (4.64) indicates they encounter limitations such as institutional challenges or time constraints, while the higher rate from teachers (4.80) showcases their recognition of the administrators' initiatives. This disparity points to an opportunity for administrators to bolster their role in promoting innovation and reflective practices within schools. “We value the open communication our administrator fosters—it allows us to freely express ideas and collaborate effectively as a team,” stated another teacher.

One teacher added, "Pinangungunahan ng administrador ang bukas na komunikasyon at hinihikayat ang pagpapalitan ng mga ideya at opinyon, na nagpapakita ng pagpapahalaga at pagtataguyod ng malayang talakayan sa loob ng paaralan." ("The administrator leads open communication and encourages the exchange of ideas and opinions, demonstrating appreciation and support for free discussion within the school.") Furthermore, another notable difference was observed in the statement, “The administrator promotes an environment where creativity and innovation are encouraged,” where teachers rated this more positively (4.80) than administrators did (4.67). This suggests that while teachers appreciate the importance of innovation, administrators may feel constrained by factors such as policy restrictions, resource limitations, or the challenges of implementing new teaching strategies on a broader scale, leading to a slight hesitancy in fully embracing innovation. “While we appreciate the support we receive, we believe there could be more encouragement to challenge existing practices and experiment with new approaches,” noted one school administrator.

Table 3: Summary and comparison between the perspectives of the administrators and the teachers on the level of agreement on the educational leadership philosophies (n=45)

Indicators	Combined		R
	WM	DE	
1. The school administrator motivates and inspires the teaching staff to improve their teaching methods.	4.90	SA	1.5
2. The administrator encourages staff to innovate and think creatively about solutions to problems.	4.79	SA	17.5
3. The administrator fosters a positive and inclusive school culture that motivates everyone to do their best.	4.78	SA	20
4. The administrator provides opportunities for professional development and growth	4.86	SA	10
5. The school administrator prioritizes the well-being and needs of the staff and students	4.81	SA	15
6. The administrator frequently seeks input from staff when making decisions that affect the school.	4.81	SA	15
7. The administrator empowers teachers to make decisions about their classrooms.	4.88	SA	6
8. The administrator demonstrates humility and always seeks to serve the needs of others first	4.84	SA	12.5
9. The school administrator includes teachers in decision-making processes regarding policies and programs.	4.88	SA	6
10. The administrator fosters open communication and encourages the sharing of ideas and opinions.	4.90	SA	1.5
11. The administrator respects and values the opinions and input of staff when making decisions.	4.88	SA	6
12. The administrator promotes collaboration among staff to improve teaching and learning practices.	4.88	SA	6
13. The administrator is actively involved in improving the quality of teaching and learning in the school.	4.89	SA	3
14. The administrator regularly observes classes and provides constructive feedback to teachers.	4.73	SA	23.5

15. The administrator provides resources and guidance to help teachers enhance their instructional practices	4.79	SA	17.5
16. The administrator uses data to guide decision-making to improve student outcomes.	4.78	SA	20
17. The administrator ensures fairness and transparency in decision-making processes.	4.86	SA	10
18. The administrator holds themselves accountable for the ethical standards of the school.	4.84	SA	12.5
19. The administrator models' integrity and ethical behavior in all their actions.	4.86	SA	10
20. The administrator promotes a school culture that values ethical decision-making and moral integrity.	4.88	SA	6
21. The school administrator encourages teachers to experiment with new teaching techniques and technologies.	4.81	SA	15
22. The administrator supports staff in adopting innovative approaches to improve learning outcomes.	4.73	SA	23.5
23. The administrator promotes an environment where creativity and innovation are encouraged.	4.78	A	20
24. The administrator regularly explores new ideas and trends that can benefit the school.	4.77	SA	22
25. The administrator encourages the staff to challenge existing practices to foster improvement.	4.72	SA	25
AWM	4.83	SA	

$t_{\text{comp}} = 0.020$
$t_{0.05, 88df} = 1.991$
Result: Not Significant
Decision: Accept Ho

**One teacher gave a remark on this:** "Ipinapakita nito na bagaman kinikilala ng mga guro ang kahalagahan ng inobasyon, pakiramdam nila na may kaunting pag-aalinlangan ang mga prinsipal dahil sa mga patakaran, kakulangan sa mapagkukunan, o hamon sa pagpapatupad ng mga bagong estratehiya. Gaya ng sinabi ng isang guro, 'Pinahalagahan namin ang gabay ng aming mga prinsipal, ngunit naniniwala kami na dapat magkaroon ng mas matibay na suporta upang subukan ang bagong pamamaraan, hamunin ang tradisyonal na gawi, at magpatupad ng mas makabago at epektibong pagtuturo.'" (This suggests that while teachers recognize the value of innovation, they feel that administrators may have some hesitation due to policies, lack of resources, or challenges in implementing new strategies. As one teacher expressed, 'We appreciate the guidance from our administrators, but we believe there should be stronger support to experiment with new methods, challenge traditional practices, and implement more innovative and effective teaching approaches.'")

The results indicate a strong alignment between administrators and teachers in their perceptions of effective leadership practices, as reflected in their nearly identical overall weighted means (4.83 for administrators and 4.82 for teachers). Both groups strongly agree on key leadership aspects, particularly in motivating and inspiring staff (4.93 administrators, 4.87 teachers), fostering open communication (4.91 administrators, 4.89 teachers), and involving teachers in decision-making (4.93 administrators, 4.82 teachers). Additionally, shared priorities include promoting ethical leadership, collaboration, and professional development, highlighting a unified perspective on the importance of supportive and inclusive leadership within the school environment. Additionally, these results are consistent with contemporary studies that stress the significance of collaborative leadership within education. For example, Sultana *et al.* (2024) <sup>[22]</sup> indicate that when school leaders and teachers maintain a shared understanding of leadership methodologies, it cultivates a strong culture that improves both teacher morale and student achievement. Likewise, Litz and Blaik-Hourani (2020) <sup>[17]</sup> observe that although school leaders often concentrate on overarching strategic vision, teachers mainly focus on the practical elements of classroom interactions. This highlights the necessity for consistency between leadership tactics and classroom practices to encourage positive educational outcomes.

Overall, the minimal differences observed between the two groups suggest a positive sign of school unity and collaborative decision-making. Nonetheless, the minor discrepancies in specific areas highlight potential improvement opportunities. School administrators should aim to ensure that their leadership approaches are not only forward-thinking but also attuned to the daily challenges encountered by teachers. By more effectively recognizing and addressing varying needs, in addition to promoting a culture that supports the exploration of innovative teaching techniques, leadership effectiveness could be further enhanced. Lastly, the results presented in Table 3 show that both administrators and teachers concur with the effectiveness of educational leadership philosophies, supporting the notion that leadership practices within schools are in harmony. However, the minor discrepancies noted, especially in areas involving challenging existing practices and the promotion of innovation, indicate that leadership approaches should be constantly refined to address the evolving challenges in education. By resolving these small gaps, schools can enhance their leadership structures, ensuring they remain both impactful and adaptable to the needs of both teachers and learners.

The t-test results confirm that the observed differences in perceptions between administrators and teachers are statistically insignificant. With a computed t-value of 0.020—far below the critical value of 1.991 at the 0.05 significance level—there is no substantial evidence to suggest a meaningful difference in their viewpoints on educational leadership philosophies. This means that the hypothesis tested whether there is a significant difference between the perceptions of administrators and teachers regarding educational leadership philosophies, and the results led to the acceptance of the null hypothesis, indicating that no significant difference exists. As a result, both groups share similar perspectives on leadership practices, further emphasizing their consensus in this area. In general, teachers tended to rate all indicators marginally higher than administrators, indicating a strong recognition of the leadership efforts made by administrators. Nonetheless, the variations were slight, highlighting a solid alignment between the leadership styles of administrators and the experiences of teachers. These results underline that school leaders are successfully influencing philosophies of educational leadership. Looking ahead, strengthening collaborative leadership, organizing teacher participation, and ethical governance will further amplify the beneficial effects of educational leadership in schools.

The research highlights the significant role of school leaders in influencing educational leadership philosophies, especially Transformational Leadership, where they are proficient in promoting collaboration, professional

development, ethical leadership, and shared governance. Generally, both administrators and teachers agree on the efficacy of these leadership methods, indicating a consensus in leadership styles. However, a notable weakness appears in Innovative Leadership, as minor discrepancies indicate challenges in questioning traditional methods and promoting innovation. Although administrators view their impact as substantial, the relatively lower ratings regarding their ability to enact change and make ethical decisions point out areas needing enhancement. Improving adaptive leadership, ethical governance, and innovation-focused strategies will further strengthen the effectiveness of school leadership, creating a dynamic and progressive learning atmosphere for educators and learners.

### Conclusions

Based on the findings of the study, it is concluded that public elementary school administrators consistently uphold leadership philosophies anchored on ethical decision-making, teamwork, and shared governance, which contribute to a positive and supportive school environment. Teachers likewise highly value leadership approaches that emphasize professional growth, mentorship, and collaboration, indicating alignment between leadership practices and instructional needs. Notably, the absence of a significant difference between administrators' and teachers' perspectives on leadership philosophies suggests a shared understanding of effective leadership, reflecting coherence in leadership values and practices that support teaching effectiveness and school improvement.

### Recommendations

In light of the conclusions, it is recommended that teachers actively engage in continuous professional development and collaborative decision-making to further enhance instructional effectiveness and shared responsibility in school governance. School administrators are encouraged to sustain and strengthen support for teacher development through structured training, mentorship, and collaborative platforms, while consistently reinforcing ethical and transparent leadership practices. Moreover, the school community is advised to cultivate a stronger culture of teamwork by promoting open communication, inclusive leadership, and systematic feedback mechanisms that enable both administrators and teachers to assess, refine, and continuously improve leadership practices for the advancement of educational quality.

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