World Journal of Advanced Research and Reviews
eISSN: 2581-9615 CODEN (USA): WJARAI
Cross Ref DOI: 10.30574/wjarr
Journal homepage: https://wjarr.com/

(RESEARCH ARTICLE)

Check for updates

School Heads' Multifactor Leadership Styles and Multiple Intelligences on School Performance: Towards A Leadership Management Training Design

Abbey Shane T, Paquera *

Graduate School of Education, Bulacan Agricultural State College, Pinaod, San Ildefonso, Bulacan, Philippines.

World Journal of Advanced Research and Reviews, 2026, 29(02), 100-120

Publication history: Received on 20 December 2025; revised on 31 January 2026; accepted on 02 February 2026

Article DOI: https://doi.org/10.30574/wjarr.2026.29.2.0272

Abstract

This study determined the relationship between school heads' multifactor leadership styles and multiple intelligences and the school performance among public junior and senior high schools in District I and II, Schools Division of Valenzuela, School Year 2024-2025. Mixed-methods research design, specifically explanatory sequential, was employed to describe the school heads' multifactor leadership styles and multiple intelligences of 26 school heads and 327 teachers. Findings reveal that in terms of school heads' multifactor leadership styles, school heads assessed themselves as well as teachers as "extremely true" in demonstrating multifactor leadership styles. For school heads' multiple intelligences, school heads assessed themselves together with teachers as very true and extremely true in exhibiting multiple intelligences. No significant differences were found in leadership styles and multiple intelligences based on age, educational attainment, or years of service. Similarly, no significant differences were found between school heads and teachers' assessments in most categories of multifactor leadership and multiple intelligences, except for musical intelligence. There is no significant relationship between Multiple Intelligences and School Performance. Also, there is a significant relationship between school heads' multifactor leadership styles and overall school performance. School heads demonstrated strong performance, with high ratings in OPCR and IPCR, and most schools achieving at least a "Developing" level in SBM. The results suggest that school heads' effectiveness is more influenced by their leadership style than by their age, education, or years of experience.

Keywords: Multifactor Leadership Styles; Multiple Intelligences; School Performance; Management by-Exception; Kinesthetic Strength; School Performance

1. Introduction

The function of school leadership is complex and requires an elevated level of skill and effort. School heads have a crucial role in creating the education system in the Philippines. Their leadership styles significantly impact educators and students, as they serve as catalysts for change, affecting the learning environment through various approaches. They engage in proficient communication and exchange pertinent information, cultivating favorable relationships within the school community while providing guidance and support for teachers' professional advancement and promoting comprehensive development.

The function of school heads is crucial in determining the overall performance and achievement of a school (Villanueva et al., 2021). Efficient leadership is essential for the achievement of any educational institution. School principals are the primary individuals accountable for guiding the trajectory of the school, molding its ethos, and guaranteeing a favorable atmosphere for education and development. Their leadership acumen, which includes their aptitude for strategic decision-making, interpersonal proficiency, and forward-thinking vision, has a profound influence on the school's performance (Jaffar et al., 2019).

* Corresponding author: Abbey Shane T, Paquera

The leadership intelligence of school heads refers to their ability to effectively manage the school's organization, operations, and resources, which is achieved by a mix of knowledge, skills, and talents. School heads can enhance student achievement by efficiently employing these resources to create a secure, efficient, and effective learning environment (Villanueva et al., 2021).

In addition, according to Amalia et al. (2020), school heads need to have robust supervisory, interpersonal, and leadership abilities to effectively support and guide teachers and staff in attaining their highest level of performance. Proficiency in organizing and prioritizing activities, fostering collaboration and teamwork, and offering guidance and support to team members is essential. The leadership intelligence of school heads includes their capacity to effectively convey a shared objective and foster distributed leadership within a cooperative educational environment. This entails conveying the institution's goals and objectives, guaranteeing that all individuals involved agree and strive towards a common vision. In addition, school heads need to show the ability to make judgments in specific situations, considering the relevant information and making well-informed and impactful choices. The success of schools is directly influenced by these leadership attributes (Villanueva et al., 2021).

The Department of Education (DepEd) is promoting advancements in teaching quality by establishing professional standards and clear role descriptions for school heads and supervisors. These efforts aim to enhance the overall quality of teachers. Therefore, school heads must exhibit the necessary leadership skills to effectively fulfill their tasks and obligations within the educational institution.

The Philippine Professional Standards for School Heads (PPSSH) establish explicit criteria for school heads at various stages of their professional growth, ranging from novices to exceptional practitioners. Furthermore, it motivates school heads to actively adopt and promote ongoing enhancement and expertise. Moreover, its objective is to establish clear guidelines for school leaders at various phases of their careers, promote a dedication to continuous professional growth, offer assistance for learning and development, and facilitate consistent performance evaluation. As the leader of a school, one plays a vital role in ensuring the efficient delivery of education and promoting successful learning within educational institutions. School heads are advised to utilize the PPSSH as a model for their approach, which prioritizes the establishment and reinforcement of a network of individuals and organizations involved in education to improve the efficacy of schools and individuals.

As per the Philippine Professional Standards (PPST), school principals have the responsibility of fostering an inclusive school culture that embraces and appreciates diversity. By prioritizing the cultivation of respect for both educators and students, creating a conducive environment for learning, and actively fostering connections with students and educators, this approach addresses disciplinary matters and promotes well-being.

Furthermore, by DepEd Order No. 24 s.2020, it is imperative for school heads to not only possess the ability to recognize these challenges and opportunities, but they are also responsible for effectively overseeing, training, and empowering the school staff to ensure the achievement of equality and fairness. School heads must fulfill the comprehensive role of a leader and manager to effectively guide and enhance school performance.

As per DepEd Order No. 42, s. 2007, the school principal is accountable for overseeing both administrative and instructional aspects of the school or group of schools. Their leadership encompasses educational leadership through the creation and pursuit of a collective vision and mission for the school, as well as the development and implementation of curriculum policies, programs, and projects. They also demonstrate people leadership by establishing strong relationships with stakeholders and exerting a positive influence on individuals. Additionally, they exhibit strategic leadership by analyzing intricate global issues, managing educational resources, and optimizing their utilization. Despite the significant duty of a school head, they must maintain a holistic perspective and balance their leadership intelligence while serving teachers and learners.

Educators must consistently pursue advancement and originality to augment the educational experience for their pupils. Thus, this study investigated the multifactor leadership styles and multiple intelligences that school heads possessed and how these leadership styles and multiple intelligences influenced the success of school performance. The study examined the relationship between multifactor leadership styles: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and laissez-faire, and multiple intelligences: naturalist strength, musical strength, logical strength, existential strength, interpersonal strength, kinesthetic strength, intrapersonal strength, and visual strength, in relation to school performance indicators: OPCR, SBM level, and teachers' IPCR. Studying this work is significant because it illuminates the need for comprehensive leaders in educational institutions.

Examining the multifactor leadership styles and multiple intelligences and their impact on school performance is crucial for educators dedicated to fostering beneficial transformations in their schools. By comprehending the relationship between multifactor leadership styles and multiple intelligences, school heads could foster a more comprehensive approach to management that has the potential to enhance school performance.

2. Theoretical Framework

The combination of Bernard M. Bass and Bruce J. Avolio's Multifactor Leadership Style Theory and Howard Gardner's Theory of Multiple Intelligences helps to enhance school performance. These theories underscore the necessity of leveraging both cognitive abilities and personality traits to govern and oversee a school effectively.

The Multifactor Leadership Style Theory is a prominent leadership model developed by Bernard M. Bass and Bruce J. Avolio. This theory focuses on the interaction between leaders and their followers, emphasizing the impact of leadership behaviors on organizational outcomes the key components are transformational leadership, transactional leadership, laissez-faire leadership, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration which recognizes that effective leadership involves a combination of transformational, transactional, and laissez-faire behaviors. Leaders can adapt their style based on the context and the needs of their team.

According to Simply Psychology (2024), Howard Gardner's Theory of Multiple Intelligences posits that individuals possess various distinct types of intelligence, rather than a single general intelligence. These types encompass areas like linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligence, emphasizing a broader understanding of human capability. Howard Gardner's theory of multiple intelligences posits a pluralistic view of the mind, suggesting that individuals possess a variety of distinct intelligences.

Contrary to the monolithic concept of general intelligence ('g'), Gardner's framework delineates eight specific intelligences: Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. These intelligences reflect different capacities for processing information and solving problems, with linguistic and logical-mathematical intelligences being the most recognized and valued in educational and societal contexts. While Gardner acknowledges potential additional forms of intelligence, such as spiritual, existential, and moral, he maintains that these do not fulfill the criteria to be included within his original set of intelligence. This theory serves as a foundational element in expanding the understanding of human cognitive abilities and their application in diverse educational settings.

2.1. Conceptual Framework

This study determined the relationship between the school heads' multifactor leadership styles, multiple intelligences, and performance in Districts 1 and 2 of the Division of Valenzuela in the School Year 2024-2025.

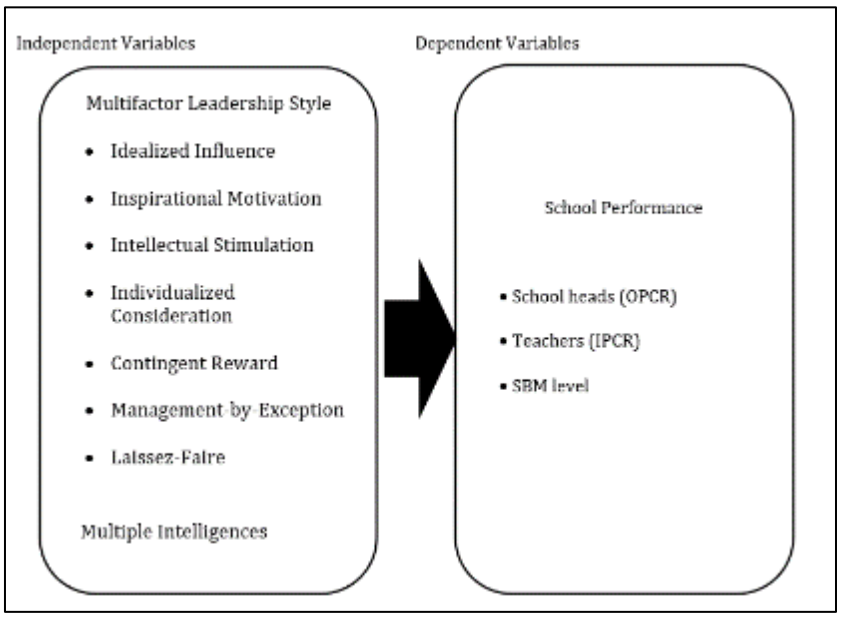


Figure 1 Paradigm of the Study

In conducting the study, the researcher was guided by the paradigm illustrated in Figure 1. The researcher used the independent and dependent variable model to demonstrate the relationship among the different variables. The independent variables were Multifactor leadership Style which comprised of the following components: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, Contingent Reward, Management-by-Exception, and Laissez-Faire, and Multiple Intelligences which comprised of: Naturalist Strength, Musical Strength, Logical Strength, Existential Strength, Interpersonal Strength, Kinesthetic Strength, Verbal Strength, Intrapersonal Strength, and Visual Strength. The arrowhead in the diagram suggests that these variables were predicted to impact the dependent variable, which is the School Performance, comprised of the following components: school heads' OPCR, teachers' IPCR, and SBM level.

The IV-DV paradigm is essential for establishing causal relationships between variables, enabling researchers to investigate how changes in the independent variable(s) may result in variations in the dependent variable(s). The study sought to establish the strength between school heads' multifactor leadership style, multiple intelligences, and school performance. To examine and understand the influence of certain factors on the observed results, it was necessary to develop a Leadership Training Management Design for school heads that focused on the leadership abilities of teachers and students. This helped improve school performance through the OPCR, SBM level, and teachers' IPCR, and provided a comprehensive understanding of the phenomena being studied.

2.2. Statement of the Problem

The study aimed to determine the relationship between the school heads' multifactor leadership styles, multiple intelligences, and their performance in Districts 1 and 2 of the Division of Valenzuela in the School Year 2024-2025.

Specifically, it sought answers to the following questions:

- How may the socio-demographic profile of the school head be described as to:
    - age;
    - educational attainment;
    - years of service; and
    - trainings attended?
- How may the multifactor leadership styles of the school head be described by themselves and by the teachers as to:
    - Idealized Influence;
    - Inspirational Motivation;
    - Intellectual Stimulation;
    - Individual Consideration;
    - Contingent Reward;
    - Management-by-Exception; and
    - Laissez-Faire?
- How may the multiple intelligences of the school head be described by themselves and by the teachers as to:
    - Naturalist Strength;
    - Musical Strength;
    - Logical Strength;
    - Existential Strength;
    - Interpersonal Strength;
    - Kinesthetic Strength;
    - Verbal Strength;
    - Intrapersonal Strength; and
    - Visual Strength?
- How may the school performance be described as to:
    - School Heads (OPCR);
    - Teachers (IPCR); and
    - SBM level?
- Is there a significant difference between the school heads' multifactor leadership styles and multiple intelligences as assessed by themselves and by the teachers?
- Is there a significant difference between the school heads' multifactor leadership styles and multiple intelligences when grouped according to their demographic profile?
- Is there a significant relationship between the school heads' multifactor leadership styles, multiple intelligences, and school performance?

- What are the views and insights of teachers on school heads' multifactor leadership styles and multiple intelligences?
- What leadership and management training proposal for the enhancement of multifactor leadership style and multiple intelligence can be crafted based on the results of the study?

2.3. Hypotheses

The following hypotheses were tested in the study:

- There is no significant difference between the school heads' multiple leadership styles and multiple intelligences as assessed by themselves and by the teachers.
- There is no significant difference between the school heads' multifactor leadership styles and multiple intelligences when grouped according to their demographic profile.
- There is no significant relationship between the school heads' multiple leadership styles, multiple intelligences, and school performance.

2.4. Significance of the Study

The significance of the study on school heads' multifactor leadership styles and multiple intelligences on school performance extends to various stakeholders, including students, teachers, school heads, administrators, and future researchers.

Students. This study is important as it aims to improve the overall school performance. By examining the multifactor leadership styles and multiple intelligences of school heads, the study sought to identify areas for improvement that could positively impact students' learning experiences and academic achievements.

Teachers. The significance of this study lies in its potential to improve communication and support from school heads. By understanding the multifactor leadership styles and multiple intelligences of school heads, teachers can expect more effective guidance and direction, leading to a better teaching environment and enhanced professional growth. Insights from this study could guide targeted professional development programs. Teachers benefit from adaptive strategies that address diverse student needs, leading to improved teaching practices and student outcomes.

School Heads. The significance of this study lies in self-reflection and potential professional development. Identifying their multifactor leadership styles and multiple intelligences can help school heads recognize their strengths and areas for improvement, enhancing their effectiveness as leaders. This study encourages school heads to introspect and assess their multifactor leadership styles and multiple intelligences that will benefit the school more.

Policymakers. This study can shape educational policies based on these findings. Leadership development programs that address multiple quotients can lead to sustainable, student-centered systems.

Future Researchers. The significance of this study extends to future researchers. This study serves as a foundation for future research. Researchers can explore innovative teaching methods beyond music education, applying concepts to various contexts. It encourages investigation into differentiated instruction and effective leadership practice, and in-depth analysis of school heads' multifactor leadership styles and multiple intelligences.

2.5. Scope and Limitations of the Study

This study aimed to investigate the relationship between school heads' multiple leadership styles, multiple intelligences, and school performance in Districts 1 and 2 of the Division of Valenzuela. The scope of this research focused on (1) multifactor leadership styles: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and laissez-faire; (2) Multiple intelligences: naturalist strength, musical strength, logical strength, existential strength, interpersonal strength, kinesthetic strength, interpersonal strength, and visual strength; and (3) schools' performance: school head OPCR, teachers (IPCR) and SBM level. The combination of multifactor leadership styles and multiple intelligences is believed to contribute significantly to the overall effectiveness of school leaders in promoting positive outcomes for their schools to have a productive and positive school performance.

The study involved school heads and teachers as respondents in Districts 1 and 2 of Valenzuela. The sampling technique used was non-probability convenience sampling, where participants were selected based on their accessibility and willingness to participate. Total enumeration was applied in selecting the school head respondents of the study.

Stratified random sampling was applied in selecting the 327 teacher respondents. Raosoft sampling calculator was used to determine the appropriate sample size at a five percent margin of error and a ninety-five percent confidence level. The decision to interview 5-10 school heads was based on the availability of time and resources for the study. In-depth interviews with a few participants were allowed for a more detailed and thorough analysis of the multifactor leadership styles and multiple intelligences of school heads. This provided rich qualitative data that can offer valuable insights into the leadership practices and strategies that contribute to school performance.

The research was conducted in the Schools Division of Valenzuela, specifically in Districts 1 and 2, which served as the study's primary site, during the School Year 2024-2025. By focusing on these two districts, the research aimed to comprehensively understand the multifactor leadership styles and multiple intelligences that impact school performance in a specific geographical area.

Overall, this research study aimed to contribute to the existing literature on school leadership by examining the combined effect of multifactor leadership styles and multiple intelligences in promoting school success. By identifying and analyzing the leadership qualities that are most effective in enhancing school performance, the study sought to provide valuable information that can guide policymakers, school heads, and educators in their efforts to improve educational outcomes. This research can also be used in formulating management programs and interventions for school heads, addressing their leadership intelligence towards teachers and students to increase school performance through school head OPCR, teachers (IPCR), and SBM levels.

2.6. Research Design

The research design employed in this study was a mixed-methods approach, which involved the integration of qualitative and quantitative data gathering and analysis. Mixed methods research involves the integration of qualitative and quantitative research processes and data (Creswell, 2014). This is achieved by collecting open-ended and closed-ended quantitative data to address the research questions or hypotheses. The data collection methods that were utilized include surveys, interviews, and observations. This study employed a quantitative research approach, specifically, an explanatory sequential design, to collect data and examine the relationship between school heads' multifactor leadership style, multiple intelligences, and school performance.

Explanatory sequential design, as defined by scholars such as Creswell and Clark (2017), is one of two types of sequential designs within the realm of mixed methods research. The first design is exploratory sequential, while the second design is explanatory sequential. This study primarily utilized the explanatory sequential design of mixed methods research. The explanatory sequential architecture of MMR emphasizes the initial quantitative phase followed by the qualitative phase (Toyon, 2021). The second qualitative phase is commonly used to elucidate the findings from the initial quantitative phase and explicate outliers not entirely congruent with the acquired data. The term 'explanatory' pertains to the utilization of qualitative data analysis to elucidate the findings of the quantitative phase.

In this study, the first phase involved a quantitative research design that was utilized to gather and examine data. A descriptive methodology was used to ascertain the relationship between school heads' multifactor leadership style, multiple intelligences, and school performance. It is primarily employed when the inquiry aims to depict the attributes of the people or events and compare the variables that describe the research sample in their natural state (Siedlecki, 2020). Meanwhile, the qualitative phase involved face-to-face interviews among selected respondents.

2.7. Sampling and Respondents

School heads and teachers under the Schools Division of Valenzuela City, covering District I and District II, comprised the population of the study. Total enumeration was applied to determine the school heads who served as respondents. A total of 327 teachers were selected using stratified random sampling. The Raosoft sampling calculator was used to determine the appropriate sample size at a 5% margin of error and a 95% confidence level.

Total enumeration sampling involves studying an entire population rather than a sample. It aims to gather data from every individual in the population of interest to eliminate sampling bias. A stratified random sampling divides the population into smaller groups or strata based on shared characteristics. Stratified sampling is more complicated, time-consuming, and potentially more expensive to carry out than simplified random sampling

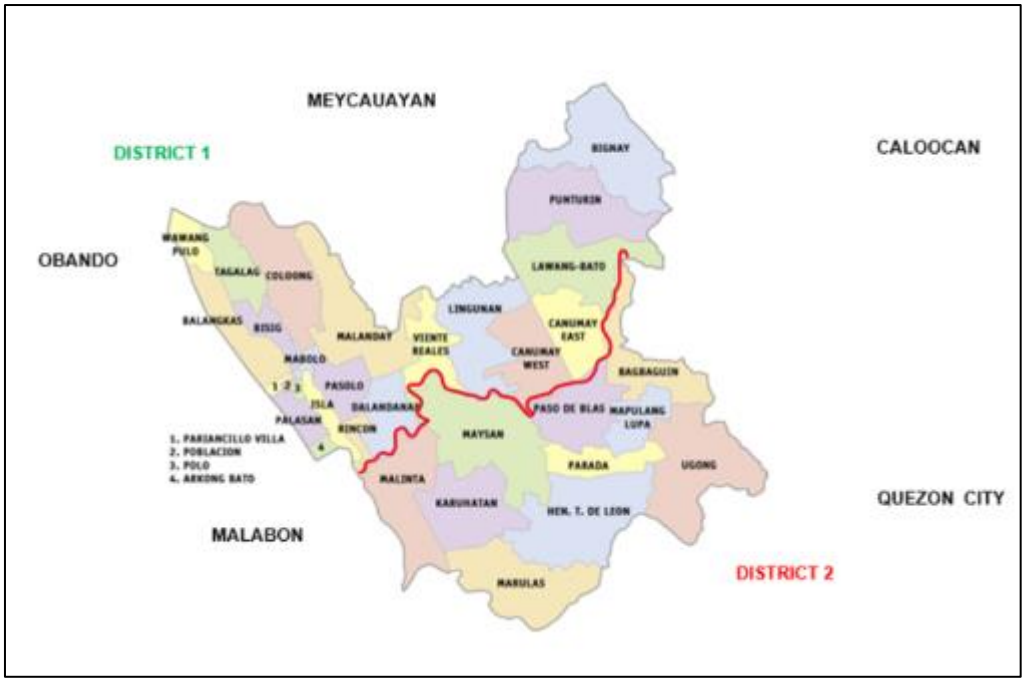
The following table presents the distribution of the population and sample size for each school:

Table 1 Respondents of the Study

School in Valenzuela District I	**School Heads**	**Teachers**	**SAMPLE %**
Arkong Bato NHS	1	32	6
Bignay NHS	1	108	16
Canumay East NHS	1	29	7
Canumay West NHS	1	65	10
Dalandanan NHS-SHS	1	143	21
Disiplina Village-Bignay NHS	1	37	8
Veinte Reales NHS	1	52	8
Lingunan NHS	1	77	12
Lawang Bato NHS	1	87	13
Malinta NHS-SHS	1	150	22
Polo NHS-SHS	1	147	22
Malanday NHS-SHS	1	67	10
Valenzuela City Schools of Mathematics and Science-JHS-SHS	1	61	9
Punturin SHS	1	23	4
Vicente P. Trinidad-NHS-SHS	1	87	13
Wawang Pulo- NHS-SHS	1	44	7
TOTAL	16	1211	188
School in Valenzuela District II			
Bagbaguin NHS	1	67	10
Caruhatan NHS-SHS	1	55	8
Gen. T. de Leon NHS-SHS	1	191	29
Justice Eliezer Delos Santos NHS-SHS	1	62	9
Continuation of Table 1…			
Mapulang Lupa NHS-SHS	1	77	12
Maysan NHS	1	67	10
Paso De Blas NHS-SHS	1	87	13
Parada NHS-SHS	1	62	9
Sitero NHS	1	102	15
Valnat NHS-SHS	1	163	24
TOTAL	10	933	139
GRAND TOTAL	26	2181	327

2.8. Locale of the Study

The study was conducted in the Division of Valenzuela, District I, and District II, the principal site. These schools were in District I and District II.



Source: valenzuela manila map - Search (bing.com)

Figure 2 Map of the Study

2.9. Instruments

Instruments can take various forms depending on the nature of the research and the type of data to be gathered. In this study, the researcher utilized an adapted survey questionnaire and semi-structured interviews to determine the relationship between multifactor leadership style, multiple intelligences, and school performance. The research instrument was a survey questionnaire, which was adopted by the researcher. This instrument was divided into III parts.

Part I of the instrument was the Respondent's Profile. The research questions in this part were focused on the respondents' name, school/institution, age, educational attainment, no. of years in service, and training attended as school head.

The research questions in Part II were adapted from the Multifactor Leadership Questionnaire (MLQ) Form 6S (Middleton et al., 2023), which described the school heads' various leadership styles. It was originally a 21-item questionnaire, but this was increased to 35 items by the researcher to evaluate the multifactor leadership styles of the respondents, according to the indicators to which they belonged: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and laissez-faire leadership. In the transformational leadership scale, there are four factors, namely: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Meanwhile, the transactional scale includes two factors: contingent reward and management-by-exception. Lastly, the laissez-faire leadership scale consists of only one factor, which is laissez-faire leadership.

The research questions in Part III were adapted from the Multiple Intelligences Survey. It was originally composed of 80 items but was reduced to 45 items by the researcher.

For the qualitative part, the researcher conducted a semi-structured interview with selected school heads to delve deeper and have more comprehensive views and insights regarding the relationship between leadership intelligence and school performance.

2.10. Data Gathering Techniques

Before the conduct of the study, the researcher requested permission from the Division of Valenzuela to conduct the research in District I and District II Junior and Senior High Schools. A permit letter was secured to conduct the study and was disseminated to the various school heads and teachers in both District I and District II, consisting of 26 school heads and 2,181 teachers.

The researcher was guided by Regional Memo No.228, s. 2020 or the Policy Guidelines on the Adherence to Ethical Research Principles and Responsibilities in Studies Involving Teaching, Teaching-Related, Non-Teaching Personnel and Learners.

Informed consent was obtained from the respondents before the study. Respondents were informed of the research's purpose, the potential dangers, and the possible benefits of taking part in the study. They were guaranteed anonymity, and that all information received would be stored securely. During this process, the respondents were given the option to ask questions or seek clarification. It was also emphasized that the participation of every respondent was voluntary and could be withdrawn at any time. The informed consent form was created in simple and comprehensible language to ensure clarity and facilitate understanding of the responses. The researcher verified that the informed consent form was free from any misleading or deceptive statements and that the form would be subject to examination by a competent reviewer or a panel of experts.

All information obtained was stored electronically, and at no time would participants be identifiable, as no identifiable information would be collected. For the security of collected data, storage, transfer, and destruction procedures, the data gathered was stored in password-protected computers and files. Consistent with the presumption that anonymity accords with the privacy preference of respondents, only the researcher had access to the gathered data for security purposes and the confidentiality of the respondents. For the disposal of research data, unless a researcher received approval from participants to archive their data, the researcher was eventually faced with the task of destroying the data.

After collecting the data from the respondents, the researcher tabulated and tallied the survey with the help and guidance of a statistician. Responses in the survey were kept confidential and should only be used and processed by the researcher for this research and are subject to existing laws and regulations, such as the Data Privacy Act.

2.11. Data Analysis

The collected survey questionnaires were organized, tabulated, tallied, and analyzed using both descriptive and inferential statistics. The data were processed using MS Excel and SPSS. A frequency count of the responses was treated objectively.

This research employed regression analysis to describe the relationship between school heads' multifactor leadership styles, such as idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and laissez-faire, and their multiple intelligences, such as naturalist strength, musical strength, logical strength, existential strength, interpersonal strength, kinesthetic strength, verbal strength, intrapersonal strength, and visual strength.

A five-point Likert scale was used to describe the status of school heads' multifactor leadership styles and multiple intelligences. The descriptive interpretations were as follows:

- 1 – Not at all true of me
- 2 – Not very true of me
- 3 – Somewhat true of me
- 4 – True of me
- 5 – Very true of me

The following intervals were used to interpret the data:
1.00–1.49 = Not true
1.50–2.49 = Slightly true
2.50–3.49 = Moderately true
3.50–4.49 = Very true
4.50–5.00 = Extremely true

Descriptive statistics, such as frequencies and percentages, were used to summarize the socio-demographic profile of the respondents, including name, age, school, educational attainment, years of service, and training attended. They were also used to describe the respondents' scores on multifactor leadership styles and multiple intelligences.

Inferential statistics, particularly regression analysis, were employed to determine the significant relationship between school heads' multifactor leadership styles, multiple intelligences, and school performance. Regression is a statistical method used to examine the relationship between dependent and independent variables.

Additionally, the Mann-Whitney U test, a non-parametric statistical tool, was used to determine whether there were significant differences in the levels of multifactor leadership styles and multiple intelligences in relation to school performance.

2.12. Ethical Considerations

The Graduate Studies Department at Bulacan Agricultural State University has recently implemented specific ethical guidelines for all thesis and dissertation projects to ensure the protection of research participants. To adhere to these ethical standards, the researcher obtained approval from both the Graduate Studies Department at BSAU and in the City of Valenzuela.

The ethical guidelines established for this research project reflect a commitment to respecting the dignity and well-being of the participants. A key principle was ensuring that no harm would come to participants and that they would not be placed in uncomfortable situations. To uphold ethical standards, the researcher emphasized the importance of obtaining informed consent and providing participants with essential information, as outlined in earlier sections of the paper. This process underscored the voluntary nature of participation and included a strict prohibition against coercion or deception.

Furthermore, the ethical framework includes measures to protect the confidentiality of all research data collected throughout the study. The researcher recognizes the sensitive nature of the information gathered and pledges to maintain the privacy of all participants. For convenience and efficiency in record-keeping, the researcher sought permission from participants to use their real names in the survey; however, these names were not revealed in the final dissertation. This dual focus on transparency in data management and anonymity in the final presentation underscores the researcher's commitment to ethical principles. It is important to emphasize that, despite this, participants can rest assured that their identities remained confidential throughout the research process.

3. Results and Discussion

3.1. Findings

The study investigated the relationship between the multifactor leadership styles and multiple intelligences of school heads in relation to their OPCR, teachers' IPCR, and School-Based Management (SBM) performance across twenty-six public schools in Valenzuela for the school year 2024–2025. Following the procedures outlined in the preceding chapter, the answers to the problems posed in the study were identified and summarized as follows:

Findings revealed that school heads were rated as "extremely true" in demonstrating multifactor leadership styles, including idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and laissez-faire. Similarly, they were perceived as "extremely true" in exhibiting multiple intelligences such as naturalist, logical, existentialist, interpersonal, kinesthetic, verbal, intrapersonal, and visual strengths. In terms of musical intelligence, school heads rated themselves as "very true," while teachers rated them as "extremely true."

No significant difference was observed between the perceptions of school heads and teachers regarding leadership styles and multiple intelligences (in eight out of nine intelligence types).

A significant relationship was found between school heads' leadership styles and their performance, as measured by their OPCR and SBM level.

Additionally, no significant relationship was found between the age of school heads and their leadership styles.

Lastly, the study found no significant relationship between school heads' multiple intelligences and their school performance, indicating that while leadership style is linked to performance, multiple intelligences are not.

3.2. Differences Between School Heads' Multifactor Leadership Styles as Assessed by Themselves and Teachers

Perceptions from both school heads and teachers are crucial to counter check their assessment on the variables pertaining to them, delving in a more comprehensive understanding of the assessments. In this study perceptions of school heads and teachers were collected and analyzed to describe the school heads' multifactor leadership styles.

In order to determine the significant difference between perceptions, the Mann-Whitney test was employed. The results from the said statistical treatment are shown below.

Table 2 Test of Significant Difference Between the School Heads' Multifactor Leadership Styles as Assessed by Themselves and Teachers

Multifactor Leadership	Principals	Teachers	Mann-Whitney/ U Value	p value	Decision
	Mean	Mean			
Idealized Influence	4.56	4.65	3203.00	.02*	Reject Ho
Inspirational Motivation	4.57	4.61	3497.00	.11	Accept Ho
Intellectual Stimulation	4.60	4.57	3953.00	.51	Accept Ho
Individualized Consideration	4.54	4.59	3839.50	.36	Accept Ho
Contingent Reward	4.62	4.60	4082.00	.71	Accept Ho
Management-by-Exception	4.65	4.54	3918.00	.47	Accept Ho
Laissez-Faire	4.60	4.50	4191.00	.89	Accept Ho
Overall Mean	4.59	4.58	3758.00	.31	Accept Ho

A descriptive analysis was used to compare teachers' assessments of their school heads' multifactor leadership styles, with mean scores of 4.59 from school heads and 4.58 from teachers. A Mann-Whitney U test was then conducted to analyze significant differences between the two groups across multifactor leadership and its seven categories. As presented in the table, results of the Mann-Whitney test revealed a significant difference in only one category: idealized influence ($U = 3203.00$, $p = .02$, which is less than the alpha level of .05).

Since no significant differences were found in six of the seven categories of multifactor leadership styles between school heads and teachers' perceptions, the null hypothesis stating that there is no significant difference in their assessments of school heads' multifactor leadership styles is accepted.

In the study of Sanders (2019), teacher perceptions varied significantly lower than principal perceptions on leadership behaviors of their school principals.

3.3. Differences Between School Heads' Multiple Intelligences as Assessed by Themselves and Teachers

Perceptions from both school heads and teachers are crucial to countercheck their assessment on the variables pertaining to them, delving into a more comprehensive understanding of the assessments. In this study, perceptions of school heads and teachers were collected and analyzed to describe the school heads' multiple intelligences.

In order to determine the significant difference between perceptions, Mann-Whitney was employed. The results from the said statistical treatment were shown below.

Table 3 Test of Significant Difference Between the School Heads' Multiple Intelligences as Assessed by Themselves and Teachers

Multifactor Leadership	Principals	Teachers	Mann-Whitney/ U Value	p value	Decision
	Mean	Mean			
Naturalist Strength	4.55	4.58	3853.50	.38	Accept Ho
Musical Strength	4.41	4.58	2945.50	.01*	Reject Ho
Logical Strength	4.63	4.59	3920.00	.46	Accept Ho
Existential Strength	4.63	4.55	4045.00	.65	Accept Ho
Interpersonal Strength	4.56	4.54	4063.00	.68	Accept Ho
Kinesthetic Strength	4.58	4.59	3803.50	.32	Accept Ho
Verbal Strength	4.50	4.55	3853.00	.38	Accept Ho
Intrapersonal Strength	4.67	4.65	4069.50	.68	Accept Ho
Overall Mean	4.57	4.58	3488.50	.12	Accept Ho

*Significant

Based on the non-parametric Mann-Whitney test, no significant differences were found between the two groups (school heads and teachers) in their assessment of multiple intelligences in eight out of nine categories (U = 3488.50, p = .12). Because no significant differences were found in the majority of the categories, the null hypothesis stating that there is no significant difference between school heads' multiple intelligences as assessed by themselves and by teachers is accepted.

Furthermore, analyses of the results for significance indicated that both teachers from school heads (M = 4.41) and teachers (M = 4.58) perceived the musical intelligence of their principals as significant (U value = 2945.50, p = .01).

The result contradicts the finding of Lee (2022), which reported significant differences in teachers' perceptions of their principals' leadership behaviors across three groups of teachers.

3.4. Differences in School Heads' Multifactor Leadership Styles When Grouped According to Their Demographic Profile

Perceptions from both school heads and teachers are crucial to counter check their assessment on the variables pertaining to them, delving in a more comprehensive understanding of the assessments. In this study perceptions of school heads and teachers were collected and analyzed to describe the school heads' multiple leadership styles when grouped according to their demographic profile.

To determine the significant difference between perceptions, the Mann-Whitney test was employed. The results from the said statistical treatment are shown below

Table 4 Test of Significant Difference Between the School Heads' Multifactor Leadership Styles When Grouped According to Their Demographic Profile

Multifactor Leadership		Age *(Mann-Whitney test)*	educational attainment	years of service
Idealized Influence	H value	49.00	4.25	6.66
	p value	0 .030**	0 .037**	0.008**
Continuation of Table 24… Inspirational Motivation	H value	56.00	4.45	3.56
	p value	0.055**	0.034**	0.31**
Intellectual Stimulation	H value	63.50	2.66	1.88

	p value	0.85**	0.61**	0.059**
Individualized Consideration	H value	63.00	4.01	4.20
	p value	0.82**	0.40**	0.24**
Contingent Reward	H value	64.00	5.37	2.96
	p value	0.88**	0.25**	.39**
Management-by-Exception	H value	57.50	2.74	4.47
	p value	0.60**	0.60**	0.21**
Laissez-Faire	H value	62.50	4.69	4.64
	p value	0.80**	0.32**	0.19**
Overall Multifactor Leadership	H value	57.50	4.97	4.20
	p value	0.60**	0.29**8	0.24**

**Not significant

Results from the Mann-Whitney test indicated that there was no significant difference between the age of school heads and their leadership factors, as shown by the p-value of .60, which is greater than the 5% level of significance. No other differences were found concerning educational attainment and years of service of school principals on the leadership factors, with a p-value of .29 and .24, respectively, which are greater than the 5% level of significance; thus, the null hypothesis is accepted.

The results are supported by the findings of Bentley (2021) that indicate that principals may not have the same sense of urgency to micromanage if the school has fewer needs more education and experience, these are not a factor of multiple intelligences.

This finding contradicts the study by Dela Cruz (2014) who found statistically significant differences for education and verbal, kinesthetic, existential, musical, interpersonal, intrapersonal, and naturalist intelligences. Moreover, in the same study same differences were also found for age and visual, logical, intrapersonal, naturalist, and existential intelligences.

3.5. Relationship Between School Heads' Multiple Intelligences and School Performance

Table 26 presents the result of correlation analysis that was performed to determine whether a significant relationship existed among the variables comprising school heads' multiple intelligences and school performance.

Table 5 Test of the Significant Relationship Between the School Heads' Multifactor Leadership Styles and School Performance

Sources of Correlations: Multifactor Leadership	***OPCR***		***IPCR***		**SBM**	
	rho value	*p value*	*rho value*	*p value*	*rho value*	*p value*
Idealized Influence	0.36	0.03	0.25	0.02	0.30	0.03
Inspirational Motivation	0.30	0.04	0.01	0.85	0.30	0.04
Intellectual Stimulation	0.25	0.01	0.04	0.45	0.24	0.02
Individualized Consideration	0.23	0.04	0.03	0.47	0.20	0.03
Contingent Reward	0.21	0.02	0.036	0.50	0.21	0.02
Management-by-Exception	0.20	0.01	0.032	0.55	0.22	0.03
Laissez-Faire	0.32	0.00	0.036	0.49	0.30	0.01
Overall Mean	0.26	0.02	0.027	0.47	0.25	0.03

Table 26 displays the result of the test on the relationship between the significant relationship between the school heads' multifactor leadership styles and school performance. It can be gleaned that the school heads' extent of

multifactor leadership styles signifies a "Very High Positive Correlation" to the level of their performance as to their OPCRF (rho value= .26; p=,02) and to the level of school-based management as indicated by the probability value (p= 0.03). This means that the school heads' performance, measured through their OPCR and their school level of school-based management, is greatly affected by the multifactor leadership styles of the school heads. This implies that schools with school heads who possess multifactor leadership styles are most likely to perform better as compared to schools managed by those with less multifactor leadership styles. Therefore, setting up a program to support school heads in developing their multifactor leadership is pivotal for the institution.

School heads' idealized influence improves teachers' performance as evident in the results of probability value of 0.02, which is less than the 5% level of significance. It was found that also that, multifactor leadership styles of school heads have no significant relationship along the performance of teachers as revealed by a probability value of 0.47 which is higher than the 5% level of significance.

The result contradicts the recommendation of Abidullah (2020) in his study that the government should recruit school heads of multiple leadership styles, as a result, teachers' classroom engagement can be improved.

3.6. Relationship Between School Heads' Multiple Intelligences and School Performance

Table 6 presents the result of correlation analysis that was performed to determine whether a significant relationship existed among the variables comprising school heads' multiple intelligences and school performance.

Table 6 Test of the Significant Relationship Between the School Heads' Multiple Intelligences and School Performance

Sources of Correlations Multiple Intelligence	***OPCR***		***IPCR***		**SBM**	
	rho value	*p value*	*rho value*	*p value*	*rho value*	*p value*
Naturalist Strength	0.27	0.17	.002	0.97	.804	0.68
Continuation of Table 6…						
Musical Strength	.07	0.73	.008	0.88	.016	0.93
Logical Strength	0.180	0.35	.006	0.64	.067	0.68
Existential Strength	0.189	0.20	.006	0.46	.084	0.74
Interpersonal Strength	0.260	0.36	.024	0.58	.067	0.62
Kinesthetic Strength	.189	0.17	.039	0.97	.101	0.63
Verbal Strength	0.22	0.275	.029	0.45	.101	0.61
Intrapersonal Strength	.082	0.68	.002	0.93	.104	0.61
Visual Strength	0.26	0.21	.040	0.45	.091	0.65
Overall Mean	0.19	0.35	.005	0.93	.032	0.87

The relationship between the Multiple Intelligences of the school heads and the school performance, as to Office Performance Commitment Review Form, Individual Performance Commitment Review Form, and Level of School-Based Management, is shown in Table 6. The computed Spearman rank rho values were 0.191, 0.005, and 0.032, respectively, which indicate no significant relationship between school performance and the multiple intelligences of the school heads. This finding implies that the null hypothesis is accepted, as the extent of school heads' multiple intelligences and school performance were all found to be not significantly correlated.

3.7. Leadership Training Design Based on the Results of the Study

Results of the study revealed that school heads' multifactor leadership styles were linked to school performance, whereas multiple intelligences showed no significant correlation.

From the school heads' and teachers' assessment and perceptions, the sub-variables consisting of intellectual stimulation, contingent rewards, management-by-exception, laissez-faire, logical strength, existentialist strength, intrapersonal, and visual strength got the highest results. However, the sub-variable of musical strength obtained the

lowest result. From these results, the researcher crafted a program of leadership and management that aims to further strengthen school heads' multifactor leadership styles and improve the school heads' multiple intelligences.

4. Conclusions

Based on the findings of the study, the following conclusions were drawn:

The study concluded that school heads in Valenzuela public schools for SY 2024–2025 exhibit strong multifactor leadership styles and possess high levels of multiple intelligences, as perceived by both themselves and their teachers. Leadership styles such as idealized influence, inspirational motivation, and intellectual stimulation were consistently rated as "extremely true," indicating a high level of transformational and transactional leadership practices. Similarly, school heads demonstrated strong multiple intelligences across various domains, with a slight variation in musical intelligence perceptions. A significant relationship exists between leadership styles and school performance, as measured by OPCR and SBM levels, highlighting the critical role of effective leadership in driving school success. However, there was no significant relationship between multiple intelligences and school performance, nor were there significant differences in perceptions based on demographic profiles or between school heads and teachers. There is no significant relationship between the school performance and the Multiple Intelligences of the school heads. This suggests that while leadership style is a key determinant of school performance, multiple intelligences may not directly influence measurable school outcomes.

Recommendations

In light of the findings and conclusions drawn in the study, the following recommendations are hereby presented:

- The school may continue and enhance leadership development programs focusing on multifactor leadership styles, especially transformational leadership, to sustain and improve school performance.
- The school may incorporate leadership style assessments into performance evaluation tools like OPCR and SBM to better align leadership practices with school goals.
- School heads may consider utilizing a balanced range of multiple intelligences in their leadership practices. While multiple intelligences may not directly impact school performance, school heads should still be encouraged to leverage their strengths in various intelligences to foster a more inclusive and dynamic school environment.
- A collaborative feedback mechanism may be established between teachers and school heads to ensure alignment in perceptions and to support continuous improvement in leadership practices.
- Further research may be conducted to explore why multiple intelligences do not significantly correlate with school performance and to examine other possible mediating factors, such as school culture, teacher engagement, or student outcomes.

Compliance with ethical standards

Disclosure of conflict of interest

The author declares that there is no conflict of interest in the conduct and publication of this research.

References

[1] (n.d.). IOER International Multidisciplinary Research Journal – www.ioer-imrj.com. https://ioer-imrj.com/wp-content/uploads/2021/07/Managing-School-Operations-and-Resources-in-the-New-Normal-and-Performance-of-Public-Schools.pdf

[2] (n.d.). New Brunswick Society of Medical Laboratory Technologists. [Dissertation, Western Michigan University]. Dissertations. s. 3975.s.

[3] Abun, D., Ballesteros, J. V., Magallanes, T., & Encarnacion, M. J. (2020). Examining the effect of school administrators' leadership skills on employees' work engagement. *International Journal of Research in Business and Social Science, 9*(7), 32-45.

[4] Adam, F. (2020). What is good health? *Medical News Today.* At: https://www.medicalnewstoday.com/articles/150999.Adam Felman. 2020. What is good health? Medical News Today. At: https://www.medicalnewstoday.com/articles/150999.

[5] Ahmad, M. K., Abdul Hamid, A., Abd Wahab, S., & Nazir, M. (2022b). Impact of the project manager's transformational leadership, influenced by mediation of self-leadership and moderation of empowerment, on project success. *International Journal of Managing Projects in Business 15*(5), 842–64. DOI:10.1108/IJMPB-03-2021-0066

[6] Al Fariz, A. B., & Saloom, G. (2021). The effect of intellectual humility, multicultural personality, and religious orientation toward religious tolerance on students of UIN Syarif Hidayatullah Jakarta. *Psikis: Jurnal Psikologi Islami, 7*(1), 10–19.

[7] Al-Barakani, Y. D. (2024). The impact of transformational leadership on the effectiveness of decision making: An applied study on a general hospital. *Journal of Economic, Administrative and Legal Sciences, 8*(1), 88-64. https://doi.org/10.26389/AJSRP.K270923

[8] Almusaed, A. (2020). The role of a supervisor on developing PhD students' skills. *International Conference on Humanities, Social and Education Sciences*, 25-36.

[9] Amalia, K., Komariah, A., Sumarto, S., & Asri, K. H. (2020). Leadership in Education: Decision-Making in Education. *Advances in Social Science, Education and Humanities Research, 400*. https://doi.org/10.2991/assehr.k.200130.155

[10] Amon, L., & Anggal, N. (2021). An implementation of school-based management in curriculum and learning processes. A literature review. *European Journal of Research Development and Sustainability, 2*(7), 90-98.

[11] Ang, S., and Van Dyne L (eds). (2008). *The handbook of cultural intelligence*. New York: ME Sharpe ISBN 9780765622624

[12] Anne Tansiongco, L., & Ibarra, F. (2020). Educational leaders' adversity quotient, management style, and job performance: Implications to school leadership. *Indonesian Research Journal in Education |IRJE|, 4*(2), 386-401. https://doi.org/10.22437/irje.v4i2.9264

[13] Aquino, C. J. C., Afalla, B. T., & Fabelico, F. L. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. *International Journal of Evaluation and Research in Education (IJERE), 10*(4), 1325–1333. https://doi.org/10.11591/ijere.v10i4.21518

[14] Asare, K. B. (2016). Are basic school head teachers' transformational leaders? Views of teachers. *African Journal*

[15] Asif, A. (2022, November 17). *Types of intelligence: social, emotional, spiritual*. Grow Thoughtful. https://growthoughtful.com/types-of-intelligence-social-emotional-spiritual/

[16] AYDIN BALYER. (2012). *Transformational Leadership Behaviors of School Principals: A Qualitative Research Based on Teachers' Perceptions*. Academia.edu. https://www.academia.edu/77652918/Transformational_Leadership_Behaviors_of_School_Principals_A_Qualitative_Research_Based_on_Teachers_Perceptions

[17] Aydin, S. (2020). Strategic intelligence management: A review of the literature. *Journal of Business Research, 73(*6), 12-24.

[18] Bantolo, K, & Arenga, J. (2021). School heads' competencies and school performance. *International Journal of Multidisciplinary Research and Explorer (IJMRE), 1*(8). https://www.researchgate.net/publication/365635748_SCHOOL_ HEADS_PERFORMANCE

[19] Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage Publications.

[20] Bass, B. M., & Riggio, R. E. (2006). Transformational leadership. In *Psychology Press eBooks*. https://doi.org/10.4324/9781410617095

[21] Bass, B. M., & Riggio, R. E. (2006b). Transformational leadership. In *Psychology Press eBooks*. https://doi.org/10.4324/9781410617095

[22] Bautista, R. L. V., Pascua, M. G. D., Tiu, J. V., & Vela, C. D. (2016). *Adversity quotient and leadership styles among student leaders in Bulacan* (Unpublished Master's Thesis). Bulacan State University, Philippines.

[23] Berjaoui, R. R., & Karami-Akkary, R. (n.d.). *Distributed leadership as a path to organizational commitment: the case of a Lebanese school.* https://eric.ed.gov/?id=EJ1289616

[24] Bhagat, R. S. (2006). Review of Earley and Ang, cultural intelligence, and Hooker, working across cultures. *Academy of Management Review. 31* (2): 489–93. doi:10.5465/amr.2006.20208695. JSTOR 20159217.

[25] Boaz, N. & Fox, E. A. (2014). *Change leader, change thyself*. [online] McKinsey & Company.http://www.mckinsey.com/insights/leading_in_the_21st_century/change_leader_change_thyself.

[26] Bücker, J., Furrer, O., & Lin, Y. (2015). Measuring cultural intelligence (CQ). *International Journal of Cross-Cultural Management, 15*(3), 259–284. https://doi.org/10.1177/1470595815606741

[27] Cabayag, S., & Guhao, E. (2024). Self-efficacy, job performance, and transformational leadership: A structural equation model on organizational commitment among public school teachers. *European Journal of Education Studies*. https://doi.org/10.46827/ejes.v11i1.5168.

[28] Cabigao, J. R. (2019, May 1). *Professional Competencies of School Heads and Their Impact on School Outcome, Organizational Culture, and Principals' Performance*. https://www.researchgate.net/publication/337110967_Professional_Competencies_of_School_Heads_and_Their_Impact_on_School_Outcome_Organizational_Culture_and_Principals%27_Performance

[29] Cale, L. 2020. Physical education's journey on the road to health. *Sport, Education and Society, 26*(5), 486-499, doi: 10.1080/13573322.2020.1740979.\

[30] Childress, J. (2009). *Leadership behavior and organizational performance: The "Shadow of the Leader" concept.* The Principal Project. http://www.theprincipiagroup.com/downloads/Leadership-performance.pdf.

[31] Chilvers, A., Quan, Y., Olsen, K. N., & Thompson, W. F. (2023). *The effects of the cultural source sensitivity on music appreciation.* Psychology of Music. https://doi.org/10.1177/03057356231201846

[32] Chukwusa, J. (2018). *Autocratic leadership style: Obstacle to success in academic libraries*. Library Philosophy and Practice, 1.

[33] Cmradmin. (2024, February 22). *8 Reasons Why Physical Education is Important in Schools* | CMR National Public School. CMR National Public School. https://nps.cmr.ac.in/blog/importance-of-physical-education-in-schools/

[34] Collins, J., & Porras, J. (1996). Visionary leadership. *Harvard Business Review, 74*(6), 65-77.

[35] Cook, D. A., Stephenson, C. R., Wilkinson, J. M., Maloney, S., & Foo, J. (2022). Cost-effectiveness and economic benefit of continuous professional development for drug prescribing: A systematic review. *JAMA Network Open*, *5*(1), E2144973. https://doi.org/10.1001/jamanetworkopen.2021.44973Cook, D. A.

[36] Dastane, O. (2020). Impact of leadership styles on employee performance: A moderating role of gender. *Australian Journal of Business and Management Research, 5*(12), 27–52. https://doi.org/10.52283/nswrca.ajbmr.20200512a03

[37] Demirtas, Z. (2010). The relationship between school culture and student achievement. *Egitim ve Bilim-Education and Science, 35*(158), 3–13.

[38] Department of Education. (2020). *DepEd Order no. 24 s.2020. National adoption and implementation of the Philippine professional standards for school heads.* https://authdocs.deped.gov.ph/depedorder/do_s2020_012-adoption-of-the-be-lcp-sy2020-2021/

[39] Devi, R., Rajesh, N. V., & Devi, M. A. (2016). Study of spiritual intelligence and adjustment among Arts and Science college students. *Journal of Religion & Health, 56*(3), 828–838. https://doi.org/10.1007/s10943-016-0225-8

[40] Drake, T. A. (2024). Principals using data: An integrative review. *Leadership and Policy in Schools*, *23*(1), 1–16. https://doi.org/10.1080/15700763.2022.2036349

[41] Dutta, V., & Sahney, S. (2021). Relation of principal instructional leadership, school climate, teacher job performance and student achievement. *Journal of Educational Administration*, *60*(2), 148–166. https://doi.org/10.1108/jea-01-2021-0010

[42] Earley, P. C. & Ang, S. (2003). *Cultural intelligence: individual interactions across cultures*. Stanford, Calif: Stanford University Press. ISBN 978-0-8047-4300-6OCLC 51553576.

[43] Earley, P. C. & Mosakowski, E. (1 October 2004). *Cultural Intelligence*. Harvard Business Review. ISSN 0017-8012. Retrieved 29 October 2023.

[44] Earley, P. C. (2002). Redefining interactions across cultures and organizations: moving forward with cultural intelligence. In B. M. Staw (ed.). *Research in Organizational Behavior.* Vol. 24. R. M. Kramer. Oxford: Elsevier. pp. 271–99.

[45] Earley, P. C. (2003). *Cultural intelligence: individual interactions across cultures*. Stanford, Calif: Stanford University Press. ISBN 978-0-8047-4300-6. OCLC 51553576.

[46] Edirisinghe, P. (2020). *Leadership styles! What characteristics make them effective?* Daily ft. retrieved June 24: https://www.ft.lk/columns/Leadership-styles-What-characteristics-make-them-effective/4-715219

[47] Elkhwesky, Z., Salem, I., Ramkissoon, H. & Castañeda-García, J.A. (2022). A systematic and critical review of leadership styles in contemporary hospitality: a roadmap and a call for future research. *International Journal of Contemporary Hospitality Management. 34*. 10.1108/IJCHM-09-2021-1128.

[48] Esogon, S., & Gumban, J. (2024a). Transformational leadership of school heads in public elementary schools in Bacolod City, Philippines. International *Journal of Research and Innovation in Social Science*. https://doi.org/10.47772/ijriss.2024.8032 31s.

[49] Fareed, M, Z., Qin, S., & Aslam, M, U. (2023). *Transformational leadership and project success: the mediating role of psychological empowerment*. SAGE Open. 1–13.

[50] Fiaz, M., Su, Q., Ikram, A., & Saqib, A. (2017). Leadership styles and employees' motivation: Perspective from an emerging economy. *The Journal of Developing Areas, 51*(4), 143–156. https://www.jstor.org/stable/26416967

[51] Gage, T., & Smith, C. (2016). Leadership intelligence: Unlocking the potential for school leadership effectiveness. *South African Journal of Education, 36*(4). https://doi.org/10.15700/saje.v36n4a1328

[52] Gill, R. (2011). *Theory and practice of leadership* (1st ed.). London: SAGE Publications.

[53] Goleman, D. (1995). *Emotional Intelligence*. England: Bantam Books, Inc.

[54] Goula, A., Stamouli, M. A., Latsou, D., Gkioka, V., & Kyriakidou, N. (2021). Learning Organizational Culture in Greek Public Hospitals*. International Journal of Environmental Research and Public Health, 18*(4), 1867. https://doi.org/10.3390/ijerph18041867

[55] Grande, H. R., Pore, N. O., Jr, Tangapa, B. J. A. . ., Maiz, D. H., & Bauyot, M. (2024). Exploring the impact of school heads' instructional management, emotional intelligence, and leadership skills on the teachers' work values. *International Journal of Research and Innovation in Social Science*, *VIII*(VI), 2821–2835. https://doi.org/10.47772/ijriss.2024.806215

[56] Gudov, M. (2017). Intelligence management for decision-makers. *Journal of Strategic Intelligence, 5*(1), 10-25.

[57] Gyansah, S., Ogola, M., & Guantai, K., (2020). Effect of school heads' inspirational motivation leadership practices on students' academic achievement in public high schools in Kumasi Metropolitan, Ghana. *Journal of Education and Practice*. doi:10.7176/JEP/11-14-09

[58] Hammett, J. (2013). Tesis - Examining teacher burnout using emotional intelligence quotients: A correlational study. *Tesis, 53*(9), 1689–1699.

[59] Hasija, K. G., Hyde, A., & Kushwaha, V. (2019). *A study of management by exception: Active, passive & laissez-faire leadership style of leaders in B School*. XI. 151-161.

[60] Hassan, S. H., Teo, S. Z., Ramayah, T., & Al-Kumaim, N. H. (2021). The credibility of social media beauty gurus in young millennials' cosmetic product choice. *PLoS ONE, 16* (3 March). https://doi.org/10.1371/journal.pone.0249286

[61] Imperial, J., Halili, C., & Vargas, D. (2021). Correlates of emotional intelligence and school performance. *Social Science Research Network*. https://doi.org/10.2139/ssrn.3802417

[62] Imran, M., & Akhtar, N. (2023). Impact of ethical leadership practices on teachers' psychological safety and performance: a case of primary school heads in Karachi - Pakistan. *Academy of Education and Social Sciences Review, 3*(2), 172–181. https://doi.org/10.48112/aessr.v3i2.505

[63] Indon, E. C. (2024). *Managerial competence of school heads in the implementation of educational procedures: Basis for a development plan*. Umingan National High School. https://www.ijams-bbp.net/wp-content/uploads/2024/10/8-IJAMS-AUGUST-2024-40-57.pdf

[64] *International Journal of Organizational Leadership*. (n.d.). https://ijol.cikd.ca/

[65] Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, *12*(5), 40. https://doi.org/10.5539/elt.v12n5p40

[66] Kapur, R. (2020, September). *Characteristics of Effective Leadership*. ResearchGate; ResearchGate. https://www.researchgate.net/publication/344348836_Characteristics_of_Effective_Leadership

[67] Khan, I. U., Amin, R. U., & Saif, N. (2022). Individualized Consideration and Idealized influence of transformational Leadership: Mediating Role of Inspirational Motivation and Intellectual stimulation. International Journal of Leadership in Education, 1–11. https://doi.org/10.1080/13603124.2022.2076286

[68] Kilag, O. K. T., & Sasan, J. M. (2023). *Unpacking the role of instructional leadership in teacher professional development.*

[69] Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the role of instructional leadership in teacher professional development. *Advanced Qualitative Research*, *1*(1), 63–73. https://doi.org/10.31098/aqr.v1i1.1380

[70] Kim, W. C. and Mauborgne, R. (2014). Blue Ocean Leadership. *Harvard Business Review.*

[71] King, N., & Oyeniyi, J. (2025, April 29). *Creating a Fair and Inclusive Religious Education Program for All Students*. https://www.researchgate.net/publication/391279346_Creating_a_Fair_and_Inclusive_Religious_Education_Program_for_All_Students

[72] Kitur, K., Choge, J., & Tanui, E. (2020). Relationship between Principals' Transformational Leadership Style and Secondary School Students' Academic Performance in Kenya Certificate of Secondary Education in Bomet County, Kenya. *Universal Journal of Educational Research*, *8*(2), 402–409. https://doi.org/10.13189/ujer.2020.080210

[73] Latham, J. (2014). Leadership for quality and innovation: Challenges, theories, and a framework for future research. *Quality Management Journal 21*(1), 22 DOI: 10.1080/10686967.2014.11918372

[74] Leithwood, K., A. Harris, and D. Hopkins. 2020. "Seven Strong Claims about Successful School Leadership Revisited." *School Leadership & Management* 40 (1): 5–22. https://doi.org/10.1080/13632434.2019.1596077.

[75] Lepardo, L., & Caingcoy, M. (2021). Competency of School Heads in leading people influences school performance. *International Journal of Educational Policy Research and Review*, *8*(4). https://doi.org/10.15739/ijeprr.21.015

[76] Magableh, I., & Abdullah, A. (2020). The effect of Differentiated instruction on EFL Learners: Teachers' perspective. *International Journal of Academic Research in Business and Social Sciences*, *10*(5). https://doi.org/10.6007/ijarbss/v10-i5/7235

[77] Male, T., & Palaiologou, I. (2019). *Sustaining the comprehensive ideal: The Robert Clack School*. Palgrave McMillan.

[78] Mehrad, A., Gonzalez-Olmedo, M., & Fernández-Castro, J. (2020). A systematic review of leadership styles, work engagement and organizational Support. *International Journal of Research in Business and Social Science, 9*(4):66-77. DOI: 10.20525/ijrbs. v9i4.735

[79] Melloria, J. L. & Gaylo, D. (2024). *Filipino school heads in basic education as research leaders: Practices, challenges, and opportunities*. 10.

[80] Middleton, R., Montgomery, A., Murray, S., Peters, S., & Halcomb, E. J. (2023). Exploring leadership in health professionals following an industry-based leadership program: A cross-sectional survey. *Journal of Advanced Nursing, 79*(3).

[81] Munir, R., Emeanulu, L. U., & Adeyemi, A. (2025). Examining the role of transformational leadership in shaping employee behaviour: An empirical analysis of Pakistani SMEs. *Open Access Library Journal*, 12, e3067. doi: http://dx.doi.org/10.4236/oalib.1113067.

[82] Northouse, P. G. (2016). *Leadership: Theory and practice*. (7th Edition). Thousand Oaks,CA. Sage

[83] Nurlina, N. (2022). Examining linkage between transactional leadership, organizational culture, commitment and compensation on work satisfaction and performance. *Golden Ratio of Human Resource Management*, *2*(2), 108–122. https://doi.org/10.52970/grhrm.v2i2.182

[84] Oco, R. (2022). *Leadership styles of school heads and its relationship to school performance*. ResearchGate. https://doi.org/10.11216/gsj.2022.01.57744

[85] Olasiman, Ma. R., & Torreon, L. C. (2024). Leadership styles and practices of school heads on teachers' teaching accomplishment. *International Journal of Research -GRANTHAALAYAH*, *12*(11). https://doi.org/10.29121/granthaalayah.v12.i11.2024.5728

[86] Parker, R., Thomsen, B. S., & Berry, A. (2022). Learning through play at school – A framework for policy and practice. *Frontiers in Education.* https://doi.org/10.3389/feduc.2022.7518.

[87] Parlar, H., Turkoglu, M. E., & Cansoy, R. (2021). Instructional leadership as a predictor of collaborative culture in schools. *International Journal of Leadership in Education*, *27*(4), 715–738. https://doi.org/10.1080/13603124.2021.1913235

[88] Parr, W. V, & Rodrigues, H. (2020). *Cross-cultural studies in wine appreciation. in handbook of eating and drinking: Interdisciplinary perspectives* (pp. 1467–1490). https://doi.org/10.1007/978-3-030-14504-0_168

[89] Poobalan, Gurumoorthy & Talip, Roslee. (2020). The servant leadership practice among school leaders promotes the development of teacher professionalism in Malaysia: A conceptual review. *International Journal of Academic Research in Business and Social Sciences.* 10. 2222-6990. 10.6007/IJARBSS/v10-i9/7879.

[90] Puspitacandri, A., Warsono, Soesatyo, Y., Roesminingsih, E., & Susanto, H. (2020). The effects of intelligence, emotional, spiritual, and adversity quotient on the graduate's quality in Surabaya Shipping Polytechnic. *European Journal of Educational Research, 9*(3), 1075–1087. https://doi.org/10.12973/EU-JER.9.3.1075

[91] Raupu, S., Maharani, D., & Mahmud, H. & Alauddin, A. (2021). democratic leadership and its impact on teacher performance. AL-ISHLAH: *Jurnal Pendidikan*. 13. 1556-1570. 10.35445/alishlah. v13i3.990.

[92] Raupu, S., Maharani, D., Mahmud, H., & Alauddin, A. (2021). Democratic leadership and its impact on teacher performance. *AL-ISHLAH Jurnal Pendidikan*, *13*(3), 1556–1570. https://doi.org/10.35445/alishlah.v13i3.990

[93] Robert, V., & Vandenberghe, C. (2021). Laissez-Faire leadership and affective commitment: The roles of leader-member exchange and subordinate relational self-concept. *Journal of Business and Psychology, 36*(4), 533–551.

[94] Sarid, A. (2022). A dilemmatic approach to democratic school leadership and governance. *Leadership and Policy in Schools*, 1–17. https://doi.org/10.1080/15700763.2022.2137043

[95] Shestakova, T. (2019). The role of intelligence management in competitive strategy. *International Journal of Management, 17*(2), 45-57.

[96] Sidle, C. C. (2006b). The five intelligences of leadership. *Leader to Leader, 2007*(43), 19–25. https://doi.org/10.1002/ltl.215

[97] Siedlecki, S. L. (2019). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, *34*(1), 8–12. https://doi.org/10.1097/nur.0000000000000493

[98] Simply Psychology. (2024, February 2). *Gardner's theory of multiple intelligences*. https://www.simplypsychology.org/multiple-intelligences.html

[99] Stephenson, C. R., Wilkinson, J. M., Maloney, S., & Foo, J. (2022). Cost-effectiveness and economic benefit of continuous professional development for drug prescribing: A systematic review. *JAMA Network Open*, *5*(1), E2144973. https://doi.org/10.1001/jamanetworkopen.2021.44973

[100] Stolz, P. G. & Grant, B. (2019). *Grant consulting: Informing change, peak learning report* (AQ profile10.0, 2019 technical report). https://www.peaklearning.com/wpcontent/uploads/2019/04/PEAK_AQP_technicalSupplement.pdf

[101] Sumapal, M. (2024). *Challenges and Strategies of School Heads in Implementing and Managing Change in Schools*. https://uijrt.com/articles/v6/i1/UIJRTV6I10015.pdf

[102] Thowfeek Ahamed, S. & Hassan, S. S. (2020). *The leadership style of school principal and performance of teachers*. 13. 2020.

[103] Torres, C. C. (2024). School Head's Leadership Style to Beginning Teacher's Performance in the Schools Division of City of San Jose del Monte. *APJAET - Journal Ay Asia Pacific Journal of Advanced Education and Technology*, *2*(4). https://doi.org/10.54476/apjaet/68581

[104] Toyon, M. a. S. (2021). Explanatory sequential design of mixed methods research: Phases and challenges. *International Journal of Research in Business and Social Science (2147-4478)*, *10*(5), 253–260. https://doi.org/10.20525/ijrbs.v10i5.1262

[105] Villanueva, A. A., Disu, S. S., & Villanueva, K. F. P. A. (2021). Assessing the School Heads Leadership in the Towns of Nueva Ecija, Philippines: Inter-Relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills. *OALib*, *08*(11), 1–15. https://doi.org/10.4236/oalib.1108088

[106] Wang, S. (2019) School Heads' Transformational Leadership and Students' Modernity: The Multiple Mediating Effects of School Climates. Asia Pacific Education Review, 20, 329-341. https://doi.org/10.1007/s12564-019-09575-3

[107] Zhao, N., Dongjiao, F., & Yun, C. (2021). Understanding the impact of transformational leadership on project success: A meta-analysis perspective. *Computational Intelligence and Neuroscienc, (1*)12(. https://doi.org/10.1155/2021/75177914

[108] Zhao, S. (2020). A methodological reflection: Deconstructing cultural elements for enhancing cross-cultural appreciation of Chinese intangible cultural heritage. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 12215 LNCS, 450–459. https://doi.org/10.1007/978-3-030-50267-6_34