Teacher's Leadership Training and Workplace Performance in Quezon 1 District, Bukidnon

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Abstract. The study examined the relationship between teacher leadership training and workplace performance in Quezon 1 District, Bukidnon. A non-experimental quantitative research design was employed, and data were collected from 100 secondary school teachers in the field through stratified sampling. Modified survey questionnaires were utilized to assess teacher leadership training and its significant relation, if any, with workplace performance. The findings revealed that the overall mean score for the teacher leadership training was very extensive, indicating a pervasive level of agreement among the primary respondents. On the other hand, the overall mean score for workplace performance was very extensive, with a descriptive equivalent of very extensive. Furthermore, a significant positive relationship was observed between teacher leadership training and workplace performance, suggesting the importance and effectiveness of investing in teacher leadership development programs to improve workplace performance. This relationship indicates that participating in leadership training equips educators with valuable skills, knowledge, and confidence that positively influence their performance in the workplace. The indicators of teacher leadership training include transformational and transactional leadership styles. These findings support the existing literature highlighting the importance of proper training and development opportunities for teachers, particularly leadership skills. Thus, they emphasize the necessity for educational institutions and policymakers to prioritize and allocate resources toward implementing effective training programs to enhance teacher skills and capabilities.

KEY WORDS

1. Leadership training   2. workplace performance   3. transformative leadership

1.   Introduction

Leadership plays a pivotal role in shaping the dynamics of workplace performance, acting as the guiding force that propels organizations toward success or, conversely, hinders their progress. The impact of effective leadership on workplace performance is profound, influencing employee motivation, engagement, and overall productivity. A skilled and visionary leader can inspire a sense of purpose, foster a positive work culture, and provide clear direction, all of which are instrumental in optimizing individual and team performance. Conversely, poor leadership can result in disengagement, lack of direction, and a decline in overall work effectiveness. Recognizing the symbiotic relationship between leadership and workplace performance is essential for organizations seeking to cultivate environments that harness the

full potential of their workforce and achieve sustained success. Timperley and Alton-Lee (2018) explored how Finland, a country known for having an excellent educational system, fared academically when teacher leadership training programs were implemented. According to their research, student learning results and the general school climate significantly improved in schools with strong teacher leadership initiatives. Teachers who took part in leadership development reported feeling more empowered to participate in school-wide decision-making processes and having a greater capacity for innovative instruction. This study emphasizes how important teacher leadership is in bringing about beneficial changes in educational settings. It also shows how it can boost workplace productivity and cultivate a continuous improvement culture. The effects of leadership development on educators and learning outcomes in Singapore, a world leader in education. They discovered that this kind of training enhanced student academic achievement, promoted professional growth opportunities, and enhanced teacher collaboration. Participating teachers felt more comfortable taking the lead in implementing instructional modifications and collaborating to find solutions. This study highlights the relationship between improved workplace performance and the development of teacher leadership, underscoring the necessity of funding professional development initiatives to raise academic standards (Tan and Dimmock, 2019). In the United Arab Emirates (UAE), Adekola and Pillay (2020) examined the implementation of teacher leadership training programs and their influence on school improvement. Their findings showcased substantial enhancements in instructional quality and student engagement in schools with trained teacher leaders. These leaders played crucial roles in mentoring peers, guiding professional learning communities, and spearheading initiatives for school improvement. The study underscores the transformative power

of teacher leadership, highlighting its significant impact on driving positive changes within educational settings. It emphasizes the role of teacher leadership in enhancing workplace performance and cultivating a culture of continuous improvement. In a 2019 study titled "Impact of Teacher Leadership on Student Achievement in Philippine Schools," Cruz and Garcia looked at how teacher leadership affected students' academic achievement. According to their findings, student achievement in Philippine schools and teacher leadership training are positively correlated. Higher levels of student engagement, better learning outcomes, and overall greater school success were demonstrated by schools with teacher leaders who had received training. Mentoring colleagues, putting evidence-based instructional practices into practice, and fostering a positive learning environment were all made possible by teacher leaders. This study focused on the impact of teacher leadership on workplace performance and student success, highlighting its important role in bringing about beneficial changes inside Philippine educational institutions. Furthermore, this study, conducted by Santos and Reyes, delved into the effects of teacher leadership training on school performance in the Philippines. The research uncovered that schools implementing comprehensive teacher leadership programs witnessed significant enhancements in various facets of workplace performance. Participating teachers noted a boost in confidence regarding their leadership skills and a heightened sense of ownership over their professional growth. Furthermore, schools with trained teacher leaders experienced improved collaboration among staff, enhanced instructional practices, and better outcomes for students. The findings underscored the critical role of investing in teacher leadership development as a strategy to elevate workplace performance and cultivate a culture of continuous improvement within Philippine schools. Nabawi (2020) offers a similar perspective, defining

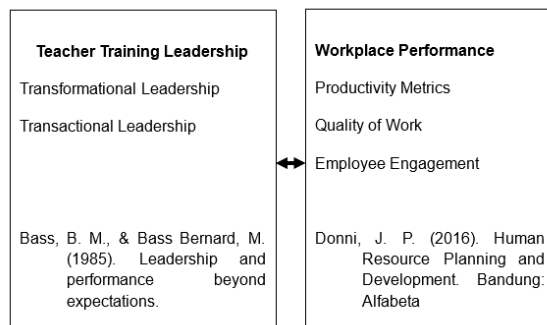| Teacher Training Leadership	Workplace Performance
Transformational Leadership	Productivity Metrics
Transactional Leadership	Quality of Work
	Employee Engagement
Bass, B. M., & Bass Bernard, M. (1985). Leadership and performance beyond expectations.	Donni, J. P. (2016). Human Resource Planning and Development. Bandung: Alfabeta

Fig. 1. The Theoretical/Conceptual Framework of the Study

performance, or "performance" in English, as the work outcomes achievable by an individual or a group within an organization. These accomplishments are expected to align with their designated authorities and responsibilities, all aimed at legally and ethically advancing the organization's goals while avoiding violating the law. The importance of workplace performance lies in its direct correlation to achieving business objectives, employee job satisfaction, and the organization's overall success. Effective performance management enhances individual and collective productivity and fosters a positive organizational culture, employee morale, and retention. Investing in strategies to identify, understand, and rectify performance issues is essential for creating a high-performance workplace that aligns with the organization's vision and sustains long-term success. Despite the vast research, there remains a substantial research gap concerning teacher leadership training and workplace performance in Quezon 1 District, Bukidnon. Specifically, there is a need to explore the various aspects of teacher leadership training, such as transformational and transactional leadership. This study will fill this gap by examining teacher leadership training and workplace performance in Quezon 1 District, Bukidnon. The findings of this study will contribute to the existing literature on the said topic and provide insights for policymakers and educational makers on how to improve the quality of education in the Philippines. Therefore, this study will help probe the significant relationship between teacher leadership training and workplace performance in Quezon 1 District, Bukidnon.

2. Methodology

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis. By detailing the research design, identifying the research respondents, and selecting an appropriate research instrument, the study systematically gathers and analyzes data to provide meaningful insights.

2.1. Research Design—This study applied a quantitative research method to determine the teacher leadership training and workplace performance in Quezon 1 District, Bukidnon, regarding transformational and transactional leadership. Quantitative research was presented in numerical form and analyzed using statistics, and the proponents tended to use mathematical models as the methodology of data analysis; it includes collecting data so that the information could be quantified and subjected to statistical treatment to support or

refute alternate knowledge claims (Williams, 2017). This study comprises one independent and one dependent variable with corresponding indicators that would affect the abovementioned variable. Hence, the researchers used a test instrument as the central gathering tool to assess teacher leadership training and workplace performance in Quezon 1 District, Bukidnon. They consider this design to help them gather the needed data and propose concrete guidelines regarding the teacher leadership training analysis, if any.

2.2. Research Respondents—The study's respondents were the high-school teachers in Quezon 1 District, Bukidnon. The 100 respondents in this study were selected through a stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. According to Shi (2015), in stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics, such as income or educational attainment. Stratified random sampling is appropriate in this study because there was heterogeneity in a population that can be classified with ancillary information. In this study, specific inclusion criteria were implemented to determine the respondents. The primary consideration of this study was to select respondents who could provide information to achieve the purpose of this study. Hence, only those permanent-regular high-school teachers in Quezon 1 District, Bukidnon, who were not subjected to any administrative or criminal cases and voluntarily signed the ICF, were given the survey questionnaires. Moreover, the study was limited only to the nature of the problem based on the research questions, and thus, it did not consider the teachers' performance ratings.

2.3. Research Instrument—The adopted-modified questionnaire was used in this study. This means the questionnaire was adopted from different sources, such as the Internet. It is modified to contextualize the professional setting and simplify the questions for the respondents to understand. The following scale is used to determine teacher leadership training and workplace performance.

Range of Means, Description, and Descriptive Meaning

Range of Means	Description	Descriptive Meaning
4.20–5.00	Very Extensive	Teacher leadership training is always manifested.
3.40–4.19	Extensive	Teacher leadership training is frequently manifested.
3.00–3.39	Moderately Extensive	Teacher leadership training is sometimes manifested.
1.80–2.59	Less Extensive	Teacher leadership training is seldom manifested.
1.00–1.79	Not Extensive	Teacher leadership training is never manifested.

Similarly, survey questionnaires were also used to measure the level of the effect that the researchers constructed on workplace performance. The following are the parameters that were used to measure the level of the effect on workplace performance.

2.4. Data Gathering Procedure—

Range of Means, Description, and Descriptive Meaning

Range of Means	Description	Descriptive Meaning
4.20–5.00	Very Extensive	Workplace performance is always manifested.
3.40–4.19	Extensive	Workplace performance is frequently manifested.
3.00–3.39	Moderately Extensive	Workplace performance is sometimes manifested.
1.80–2.59	Less Extensive	Workplace performance is seldom manifested.
1.00–1.80	Not Extensive	The workplace performance is never manifested.

Upon validation of the research questionnaire, the researcher followed specific steps in conducting the study: Permission to Conduct the Study. The researcher obtained permission to conduct the study by securing an endorsement from the Dean of the Graduate School at Rizal Memorial Colleges, Inc., Davao City. The endorsement letter was attached to the permission letters addressed to the school principals of Quezon 1 District, Bukidnon. Upon approval by the school principal, arrangements regarding the schedule of data gathering were made with the class advisers to prevent any disruption of classes. Distribution and Retrieval of the Questionnaire. Once all necessary permissions were obtained, the researcher distributed the questionnaires to the respondents. Before distributing the questionnaires, the researcher briefed the respondents on the importance of the survey and its potential benefits. The respondents were given ample time to complete the questionnaires, and the data collected were analyzed using quantitative methods. Collation and Statistical Treatment of Data. After collecting the questionnaires, the researcher tabulated each respondent's scores to arrange the data according to the indicators. The scores then underwent descriptive and inferential analysis, which was conducted using the Statistical Package for the Social Sciences (SPSS) software.

2.5. Data Analysis—The gathered data were tabulated and analyzed using the following statistical tools: Weighted Mean. This study uses this statistical tool to compute the teacher leadership training and workplace performance in Quezon 1 District, Bukidnon. Pearson-r. This study used this statistical tool to determine the relationship between teacher leadership training and workplace performance in Quezon 1 District, Bukidnon. Multiple Regression Analysis was a statistical tool used in this study to determine the teacher leadership training concerning workplace performance in Quezon 1 District, Bukidnon.

3. Results and Discussion

This chapter presents the results generated from the data gathered. It was sequenced based on the study's objectives, as presented in the first chapter. Thus, it presents the extent of teacher leadership training and its indicators, the extent of workplace performance and its indicators, and the significant influence between the two variables.

The table 1 presents the overall mean results for Teacher Leadership Training, explicitly focusing on Transformational and Transactional leadership. The overall mean scores for these aspects range from 4.35 to 4.52, indicating a pervasive level of agreement among the respondents in all areas. Transactional leadership received the highest mean score of 4.52, followed by Transformational leadership with a mean score of 4.35. These results suggest that the teachers in Quezon 1 District, Bukidnon, perceive leadership styles positively and with a high level of agreement. This indicates that teachers highly value transactional and transformational leadership elements within the educational setting. Transactional leadership obtained an overall mean score of 4.52, demonstrating consistent agreement among the respondents. This suggests that teachers highly value and endorse this leadership style within their educational environment. With such a high mean score, it can be inferred that teachers appreciate the structured approach to leadership provided by their leader. They likely perceive this style as effective in maintaining order, accountability, and productivity within the educational setting. The overall mean score for transformational leadership is 4.35, indicating that the teachers feel a strong sense of trust and respect for their leader, indicating a positive and supportive relationship. They may believe the leader's transformational leadership style contributes significantly to job satisfaction, engage-

ment, and overall success in achieving educational goals. To sum up, a mean score of 4.35 for transformational leadership indicates that teachers view this leadership style positively and consider it instrumental in creating a dynamic, supportive, and effective educational environment. The study reveals that the teachers in Quezon 1 District, Bukidnon, demonstrate a comprehensive teachers' leadership training program that should incorporate transformational and transactional leadership elements to effectively prepare educators for the diverse challenges and opportunities within the educational landscape. Transactional leadership provides teachers with essential skills in setting clear expectations, providing feedback, and maintaining accountability, which ensures productivity and order within the classroom and school environment. On the other hand, transformational leadership equips teachers to inspire, motivate, and empower students and colleagues, fostering a culture of innovation, collaboration, and continuous improvement. By integrating both leadership styles, teachers can develop a well-rounded approach to leadership that combines structure and goal orientation with vision, inspiration, and empowerment. This holistic training approach not only enhances teachers' ability to manage day-to-day operations effectively but also enables them to lead with vision and purpose, ultimately benefiting student learning outcomes and the overall success of the educational institution.

Table 1. Summary of Teacher Leadership Training Indicators

Indicator	Overall Mean	Descriptive Equivalent
Transformational Leadership	4.35	Very Extensive
Transactional Leadership	4.52	Very Extensive
Overall Mean	4.43	Very Extensive

Table 2 presents the overall mean results for different indicators: Productivity metrics, Quality of work, and Employee engagement. The mean scores for all the indicators range

from 4.43 to 4.48, indicating a pervasive level of agreement among the respondents in each aspect. The Employee engagement indicator has an overall mean of 4.48, indicating a positive level of agreement among the respondents. This indicator emphasizes the importance placed on employee engagement within the organization. This mean score suggests that employees are highly committed, involved, and enthusiastic about their work and the organization's goals. Following closely with a slightly lower mean score of 4.47 is the Productivity metrics, indicating a pervasive level of agreement among the respondents. This implies that the teachers in Quezon 1 District, Bukidnon, highly value using productivity metrics within their educational context. Such a high level of agreement suggests that teachers perceive productivity metrics as essential for assessing and improving their performance. It indicates a collective acknowledgment of the importance of setting clear goals, measuring progress, and ensuring accountability within the educational setting. Lastly, Quality of work comes last with a mean score of 4.43, underscoring a positive response among the re-

spondents. This gives importance to the high standards of craft and output that the teachers adhere to. Despite being ranked last in the mean score; the positive response still highlights the significance of maintaining quality in their educational endeavors. Overall, the extensive level of agreement in all aspect's underscores teachers' positive perceptions and experiences regarding different workplace performance indicators. These results imply that teachers collectively share a favorable outlook on various aspects of their work environment, including employee engagement, productivity metrics, and quality of work. This high level of agreement suggests a strong alignment between teachers' values, expectations, and the organizational culture within Quezon 1 District, Bukidnon. It implies that teachers feel supported, valued, and motivated, contributing to a positive and conducive work environment. Additionally, the extensive agreement indicates a shared commitment to excellence and continuous improvement among teachers, ultimately benefiting the students and the overall educational outcomes.

Table 2. Summary of the Extent of Workplace Performance

Indicator	Mean	Descriptive Equivalent
Productivity Metrics	4.47	Very Extensive
Quality of Work	4.43	Very Extensive
Employee Engagement	4.48	Very Extensive
Overall Mean	4.46	Very Extensive

Table 3 presents the correlation coefficients (R-values) and p-values for the relationship between teacher leadership training and workplace performance. The interpretations indicate that all factors significantly link workplace performance, as all p-values are less than 0.05. The findings reveal that Transformational and Transactional leadership styles are all significantly positively correlated with workplace performance. This implies that aspects of these

leadership styles, such as inspiring and motivating others (transformational), setting clear expectations, and providing rewards (transactional), are beneficial for improving overall performance in the workplace. The findings from the correlation analysis between teacher leadership training and workplace performance align with the existing literature on this topic. Previous studies have emphasized that teacher leadership training has been demonstrated to signifi-

cantly enhance workplace performance by fostering a culture of collaboration, innovation, and continuous improvement. According to Hilty, Miltenberger, and Burgess (2017), such training equips educators with essential communication, problem-solving, and instructional leadership skills, enabling them to effectively lead their peers, facilitate meaningful professional development, and implement evidence-based practices in teaching and learning. As teachers assume leadership roles within their schools or districts, they cultivate a sense of ownership and collective responsibility, enhancing job satisfaction and morale and leading to improved student outcomes through disseminating best practices and cultivating a supportive, learning-focused environment. This study's vivacious and significant correlations indicate that workplace performance improves as teachers demonstrate higher levels of transformational and transactional leadership styles. These findings are consistent with previous research conducted by Avolio and Bass (1995), who found that transformational leadership, characterized by inspiring and motivating followers, and transactional leadership, which involves clarifying roles and providing rewards contingent on performance, are positively associated with organizational effectiveness. Similarly, the results align with the work of Leithwood and Jantzi (1999), who emphasized the importance of leadership behaviors in shaping organizational culture and fostering teacher collaboration, professional growth, and student achievement. Overall, these consistent findings underscore the critical role of teacher leadership in driving workplace performance and highlight the significance of investing in leadership development programs to cultivate a supportive and effective educational environment. The significant relationships between teacher leadership training and workplace performance provide valuable insights for improving educational practices and strengthening educational institutions' partnership with their teaching staff. By recognizing the importance of transformational and transactional leadership styles in influencing workplace performance, administrators and policymakers can develop more effective strategies for fostering positive and collaborative relationships with everyone.

Table 3. Relationship Between Teacher Leadership Training and Workplace Performance

Teacher Leadership Training Factors	Workplace Performance	r-value	p-value	Interpretation
Transformational Leadership		0.587	0.001	Significant
Transactional Leadership		0.432	0.012	Significant

*Significant @ p¡0.05

4. Conclusions and Recommendations

This section of the paper provides the researcher's conclusion and recommendations based on the findings. The conclusions are supported by the existing literature discussed in the earlier chapters and address the research problem identified in this study. The primary purpose of this study was to evaluate the level of teacher leadership training in a workplace environment using a quantitative research design that involves administering questionnaires.

The sample consists of 100 high-school teachers from Quezon 1 District, Bukidnon, who were selected using a stratified random sampling method. To ensure the reliability and internal consistency of the questionnaire items, the researcher modified and enhanced existing survey questionnaires, which were pilot-tested in a nearby school. Based on the analysis of the data and results obtained from the study, the following summary of findings could be highlighted: The overall mean results for the teacher leadership training indicators indicate pervasive teacher leadership training among the Quezon 1 District, Bukidnon respondents. Transformational Leadership 4.35 was pervasive, and Transactional Leadership 4.52 was very extensive. Teachers perceive transactional leadership as helpful for establishing clear expectations, providing structure, and ensuring accountability. They view it as instrumental in maintaining order, clarifying roles, and promoting consistency, all of which contribute to a conducive learning environment and effective classroom management. Thus, in the summary of the extent of workplace performance, the productivity metrics were 4.47, very extensive, and the quality of work was 4.43, pervasive. The employee engagement was 4.48, which was very extensive. A positive and significant relationship exists between teacher leadership training and workplace performance, indicating solid associations. The workplace performance indicators also show extensive partnerships, suggesting effective productivity metrics, quality of work, and employee engagement among teachers. Transformational leadership and transactional leadership were the aspects of teacher leadership training that substantially impacted workplace performance. The findings support previous research highlighting the importance of teacher leadership training in fostering professional growth and enhancing educational outcomes. The extensive workplace performance indicates practical productivity metrics, quality of work, and employee engagement displayed by educators within the social setting. The significant relationship between teacher leadership training and workplace performance suggests that providing teachers with opportunities for professional development in leadership skills could enhance their effectiveness in various aspects of their roles, such as instructional practices, collaboration with colleagues, and overall productivity. Most teachers firmly believe in the value and effectiveness of teacher leadership training in enhancing their professional capabilities and improving educational outcomes. This strong belief underscores the positive impact that such training initiatives have on teachers' confidence, skills, and overall effectiveness in their roles. Teachers in Quezon 1 District, Bukidnon, perceive themselves as more capable and empowered to lead and contribute to educational initiatives within their district following their participation in teacher leadership training. This perception suggests that the training has instilled confidence and readiness among the teachers to take on leadership roles and actively engage in efforts to improve educational outcomes within their district. The district's teachers demonstrate high proficiency and effectiveness following their participation in teacher leadership training. This indicates that the training has positively impacted teachers' skills, knowledge, and performance within the Quezon 1 District, Bukidnon. The teacher leadership training supports the development of teachers' leadership skills and abilities, enabling them to effectively lead and contribute to various educational initiatives within their district. This training was a foundation for empowering teachers to take on leadership roles, collaborate with colleagues, and drive positive change in their educational communities.

4.1. Conclusions—Based on the extensive analysis of the results presented in this study, the following conclusions can be drawn: The teacher leadership training in transformational

and Transactional Leadership was very extensive. The teachers in Quezon 1 District, Bukidnon, exhibit a positive and supportive workplace environment facilitated by employee engagement, contributing to higher levels of workplace performance in various aspects, including transformational and transactional leadership styles. The extent of workplace performance, productivity metrics, quality of work, and employee engagement was very extensive. A strong positive relationship exists between teacher leadership training and workplace performance, indicating that investing in teacher leadership development programs can substantially improve educators' performance in the social environment. Teacher leadership training significantly enhances collaboration and teamwork among educators, fostering a more cohesive and supportive work environment that positively impacts workplace performance. The positive outcomes of teacher leadership training and workplace performance extend beyond individual classrooms, contributing to broader organizational effectiveness and success within educational institutions. Teacher leadership training encourages a growth mindset among educators, fostering resilience, adaptability, and a commitment to ongoing professional development, all of which are critical factors in improving workplace performance over the long term.

4.2. Recommendations—Based on the findings and conclusions generated from the study, the researcher recommends the following: The findings of this study provide important implications for various stakeholders in the education sector, including the Department of Education, teachers, and future researchers. By implementing these recommendations, the Department of Education, School administrators, Teachers, and Future researchers may collaborate effectively to promote a culture of continuous improvement and excellence within the educational system. By investing in teacher leadership training and embracing the findings and recommendations outlined in the thesis paper, these stakeholders can work together to enhance workplace performance among educators, ultimately leading to improved educational outcomes for students. School administrators may facilitate the integration of effective leadership training programs into their schools. This can contribute to a more supportive and empowering work environment for teachers, ultimately improving student educational outcomes. Teachers may utilize and embrace the recommendations outlined in the paper; teachers can actively participate in their professional development and seek opportunities for leadership training. This proactive approach can empower teachers to enhance their skills, collaborate effectively with colleagues, and contribute positively to their school communities. Future Researchers may build upon this study by conducting further investigations to explore different aspects of teacher leadership training, such as its long-term effects, effectiveness across different educational contexts, or specific implementation strategies. By delving deeper into these areas, future researchers can continue to advance our understanding of the role of teacher leadership in enhancing workplace performance and informing educational practice.

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