



Navigating Challenges: Principal's Leadership Practices in Fostering Teachers' Grit and Professional Engagement.

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ABSTRACT

This study investigated the influence of principals' leadership practices on teachers' grit and professional engagement in selected elementary schools in North Cotabato. Grounded in Maxwell's Five Levels of Leadership and Herzberg's Motivation-Hygiene Theory, the research sought to determine the perceived levels of principal leadership, teacher grit, and professional engagement, as well as the relationships among these variables. Using a descriptive-quantitative design, data were collected through standardized survey instruments from 200 teachers and 8 principals.

Results revealed that principals generally exhibited high levels of leadership practices, particularly at the Position, Permission, and Production levels, with moderate strengths noted at the People Development and Pinnacle levels. Teachers demonstrated a high degree of grit across perseverance, passion, production, and commitment dimensions, and displayed varying levels of professional engagement, particularly favoring webinars, mentoring, and graduate studies over online courses. Statistical analyses confirmed significant positive relationships between principal leadership practices and teachers' grit and professional engagement.

Based on the findings, an intervention program was proposed to enhance leadership approaches that further cultivate teacher resilience, motivation, and professional growth. This study highlights the critical role of effective leadership in promoting a committed and resilient teaching workforce.

Keywords: Principal's Leadership Practices, Maxwell's Five Levels of Leadership, Grit, Professional Engagement

Introduction

The role of principal's leadership in educational institutions, particularly at the elementary level, has long been recognized as a critical indicator in the success of an institution. Principals, as the known head of the office in basic education institutions, significantly influence the morale, motivation, and professional growth of teachers. Thus, it can directly affect the working environment and grit of teachers. Studies have shown including that of Ulfathmi et al. (2021) study which concluded that principal leadership influences teacher performance work motivation jointly. Particularly, the way principals lead can have a significant impact on fostering essential qualities such as grit and professional engagement among teachers.

Leadership styles of principals play a crucial role in cultivating these attributes among teachers. Motivational theories, such as Herzberg's Motivation-Hygiene Theory (1959), emphasize the importance of intrinsic motivators—such as recognition, responsibility, and opportunities for growth—in fostering job satisfaction and commitment. In educational contexts, principals who provide such motivators can significantly enhance teachers' grit and engagement, thus contributing to both personal and professional growth. Furthermore, research has shown that effective instructional leadership practices positively impact educators' professional development (Cordingley et al., 2015; Bayar, 2014).

It is interesting to note that there have been numerous studies conducted on the relationship between leadership styles and general teacher performance. These studies include that of Grisson et al. (2013) which emphasizes the impact of principal leadership on overall teacher job satisfaction, yet have not explored how leadership practices influence teachers' long-term commitment and engagement. On another note, Miller et al (2016) found transformational leadership style to be positively related to faculty members' job performance in Nigerian public universities. Yet, none of these studies have ventured into how different levels of leadership may cultivate specific traits, such as grit and professional development, which are deemed necessary in today's 21st century education among educators. Thus, this research was conducted to fill these gaps by examining the various levels of principal leadership practices and their influence on fostering teachers' grit and professional engagement, providing valuable insights into the complexities of educational leadership

Aim

Generally, this study sought to determine the level of leadership practices among principals within the schools of North Cotabato and its effect on the grit and professional engagement of the teachers. Specifically, the study sought to answer the following research questions:

STUDY 1: PRINCIPAL'S LEADERSHIP PRACTICES & GRIT AND PROFESSIONAL ENGAGEMENT OF TEACHERS

1. What is the perceived level of leadership practices exhibited by the principals in selected elementary schools in North Cotabato?
2. What is the level of grit exhibited by teachers in these schools?
3. What is the level of professional engagement among teachers in these schools?
4. Is there a significant relationship between the perceived level of leadership exhibited by the principals and the level of grit exhibited by the teachers?
5. Is there a significant relationship between the perceived level of leadership exhibited by the principals and the level of professional engagements of the teachers?
6. Is there a significant influence between the perceived level of leadership exhibited by the principals and the level of grit exhibited by the teachers?
7. Is there a significant influence between the perceived level of leadership exhibited by the principals and the level of professional engagements of the teachers?

STUDY 2: INTERVENTION PROGRAM ON THE RESULT OF THE STUDY

1. What intervention program or plan can be implemented based on the results gained?

Hypothesis

1. There is no significant relationship between the perceived level of leadership exhibited by the principals and the level of grit exhibited by the teachers.
2. There is no significant relationship between the perceived level of leadership exhibited by the principals and the level of professional engagement exhibited by the teachers.
3. There is no significant influence between the perceived level of leadership exhibited by the principals and the level of grit exhibited by the teachers.
4. There is no significant influence between the perceived level of leadership exhibited by the principals and the level of professional engagements of the teachers.

Related Literatures**Maxwell Level of Leadership Practices**

John Maxwell's Five Levels of Leadership offers a comprehensive framework that elucidates the stages through which leaders can progress to enhance their effectiveness. At Level 1, leaders possess positional authority, relying primarily on their title to influence others. However, as they ascend to higher levels, particularly Levels 3 to 5, their influence is increasingly rooted in relationship-building, character, and the ability to inspire followers (Maxwell, 2016). This progression emphasizes the importance of personal connections and the respect leaders earn from their teams, suggesting that effective leadership transcends mere authority.

In various contexts, including corporate settings, research has shown that individuals who employ Maxwell's leadership principles tend to foster greater collaboration and commitment among team members. For instance, a study by Miller et al (2016) found transformational leadership style to be positively related to faculty members' job performance in Nigerian public universities. Moreover, the findings indicated that motivation perfectly mediated the relationship between transformational leadership style and academic job performance. This study aligns closely with Maxwell's higher levels of leadership, significantly enhances team performance and morale. This aligns with Maxwell's assertion that leaders who connect with their followers on a personal level can create an environment of trust and loyalty. In educational contexts, Maxwell's model is particularly relevant. Principals who exemplify higher levels of leadership create environments that foster collaboration, motivation, and commitment among teachers. Research has indicated that such transformational leadership approaches are linked to increased job satisfaction and professional engagement among educators (Eliophotou, 2017). By adopting Maxwell's principles, school leaders can cultivate a culture of resilience and determination, characteristics embodied in the concept of grit.

Maxwell's (2016) framework suggests that principals who effectively engage at higher leadership levels can significantly influence teachers' grit by fostering supportive relationships and providing constructive feedback. This environment encourages teachers to persevere through adversity and enhances their overall commitment to their roles and responsibilities. Moreover, in the study of Du Plessis et al (2015) on the impact of principal practices on the out-of-field teachers, it was argued that the strategies implemented by school leaders have greatly influence the development of these teachers.

Despite the extensive literature on leadership and teacher performance, a notable gap exists in exploring how Maxwell's specific leadership levels can cultivate grit and professional engagement in educators. While studies have highlighted the broader impacts of leadership styles on teacher efficacy, (Grissom et al., 2017), they often overlook the distinct mechanisms through which different leadership levels influence teachers' intrinsic qualities.

Therefore, this study aims to fill this gap by examining the relationship between Maxwell's leadership practices and their effects on teachers' resilience and professional engagement.

Moreover, existing research involving normal individuals, such as employees in various organizations, has illustrated the practical application of Maxwell's leadership principles in fostering personal development and engagement. For example, a study cited by Saha et. al (2023) indicated that individuals who operate at higher leadership levels not only enhance their effectiveness but also contribute to a more engaged and motivated workforce. This emphasizes the broader applicability of Maxwell's model beyond educational settings, reinforcing its relevance in understanding how leaders can influence grit and engagement among their followers.

Position

In a study conducted by Judge and Piccolo (2015), transactional leadership is often associated with positional authority because it relies on structured roles, clear expectations, and the use of rewards or punishments to enforce compliance. Thus, this leadership style corresponds to Maxwell's "Position" level where the leader's authority stems from their formal title rather than from personal influence or relationships. Furthermore, in relation to the statement above, Judge and Piccolo (2015) found that while transactional leadership just like Positional level in Maxwell (2016) Leadership can be effective in certain contexts, particularly for achieving short-term objectives and ensuring the completion of specific tasks. However, it often falls short when it comes to inspiring or motivating employees to exceed expectations or accomplish beyond the basic requirements of their roles as this type of leadership typically focuses on rules, structure, and the use of rewards or punishments to maintain control and compliance. As a result, it seldomly fosters deeper emotional engagement and discretionary effort that employees may contribute when they feel genuinely inspired or valued, although it does create a sense of order within a certain organization.

Leaders who primarily function at this level, aligning with Maxwell's "position stage", often discover that their influence is confined to their formal authority. While the title may initially command respect, it does not guarantee deep commitment from their team members. Employees may follow directives due to obligation or fear of repercussions, but this does not foster a genuine connection to the leader's vision or the organization's

goals. Depending too heavily on position's power can create a culture where performance stems from external pressures rather than true internal motivation, ultimately risking disengagement and stifling innovation. To achieve a lasting impact, leaders must cultivate a more personal and intrinsic connection with their teams.

Permission

Clarke (2018) stated in his book *Relational Leadership: Theory, Practice and Development*, underscores the outcome for effective leadership lies in the quality of relationships in the middle of front head and backrows, rather than from the leader's individual traits or positional authority. He highlighted three important components for effective leadership: trust, respect and mutuality. Furthermore, Clarke (2018) emphasized that organizations especially the leaders of organization embracing the relational leadership improved team performance, employee satisfaction, and organizational culture. These findings aligned closely with Maxwell's level 2: Permission, where leadership is based on relationships rather than position. Leaders at this stage build trust through consistent actions, show respect for their follower's contributions, foster mutual understanding, creating a collaborative environment where people follow willingly, not out of obligation. Clarke (2018)'s research reinforces the principles of permission-level leadership, offering practical strategies to deepen relational connections and enhance leadership effectiveness.

Moreover, the study entitled *Impact of Transformational Leadership on Job Performance: Mediating Role of Leader-Member Exchange and Relational Identification* (2015) by Jeevan Jyoti and Sonia Bhau examines how transformational leadership affects job performance through Leader-Member Exchange (LMX) and relational identification. The research finds that strong relational ties between leaders and followers mediate the positive effects of transformational leadership, enhancing performance. This supports Maxwell's Level 2 - Permission, where leaders build trust and respect, fostering voluntary followership and improved team performance through strong relationships.

Research supports the notion that teachers' perceptions of their principals' leadership styles significantly influence their engagement and the overall school climate. For instance, a study by Rahmadani, Dalle, and Ngadimun (2020) found that teachers' impression of their principals' government effectiveness and interpersonal communication positively impacted school climate through the mediating role of teachers' emotional intelligence. Similarly, research by Bellibas and Liu (2016) indicated that principals' instructional and dispersed leadership exercise were impactful remarks of staff exchange respect, contributing to a positive school climate. These findings highlight the importance of relational leadership in fostering a supportive and effective educational environment.

Production

In Maxwell's (2016) framework, Level 3 - Production emphasizes that leaders gain influence by achieving tangible results and driving performance. At this stage, leaders demonstrate their effectiveness through the outcomes their teams deliver, motivating followers with their ability to produce measurable success. This level is characterized by leaders focusing on accomplishing tasks and reaching goals, which helps build credibility and influence within the organization. Research on performance-oriented leadership supports this concept, highlighting that leaders who prioritize achieving goals can significantly impact team performance and organizational success. For instance, a study by Wang and Howell (2018) in the *Journal of Applied Psychology* explores how transformational leadership affects team performance. It emphasizes the importance of a leader's ability to inspire results while maintaining team motivation. The study found that leaders who emphasize production and results, while also nurturing a positive environment, can drive superior performance. Leaders at this stage build credibility by producing measurable success, fostering trust and respect among their followers. This, in turn,

motivates followers to work harder and achieve greater outcomes. This aligns with Maxwell's Level 3: Production, where effective leadership is based on the tangible results that leaders and their teams achieve together, inspiring others to perform at their best.

Furthermore, research consistently underscores the significant impact of principals' leadership styles on teachers' perceptions, job performance, and overall school climate. For instance, a research extended by Adeke et al. (2024) examines the influence of principals' leadership styles on teachers' job performance and organizational happiness found that transformational, instructional, and visionary leadership behaviors positively predicted both teacher performance and happiness. Similarly, research in the Tigray Region of Ethiopia by Atsebeha (2016) revealed that supportive, participative, and achievement-oriented leadership styles positively influenced teachers' job performance, while directive leadership had a negative impact. These studies collectively highlight the critical role of principals' leadership styles in shaping teachers' experiences and performance, emphasizing the importance of relational and transformational leadership approaches in fostering positive educational environments.

People Development

In Maxwell's (2016) leadership framework, the principle of People Development is essential for nurturing talent and empowering individuals within an organization. Leaders at this level focus on helping others grow both personally and professionally. They understand that investing in their team members' skills and abilities not only benefits the individuals but also enhances overall organizational success. Through mentoring, coaching, and providing opportunities for learning, effective leaders build a culture of growth and development, fostering loyalty and engagement among team members. A study by Kouzes and Posner (2017) in *The Leadership Challenge* supports this concept by emphasizing that effective leaders invest in the growth of their team members, which in turn leads to greater organizational success. Their research found that leaders who actively engage in developing others create a positive cycle of leadership development, creating a place where anyone feel important, braced, and stimulated to aim their full performance.

Additionally, Galdames-Calderón (2023) observed that principals practicing distributed leadership effectively promote teachers' professional development, leading to school improvement. These findings collectively suggest that while principals often engage in activities supporting teachers' development, there is room for enhancing mentorship, coaching, and career advancement opportunities to fully embody Maxwell's People Development leadership level.

Pinnacle

The Pinnacle level in Maxwell's leadership framework represents the highest stage of leadership. At this stage, leaders have established themselves as highly influential figures who have not only achieved remarkable personal success but have also developed other leaders. They are recognized for their vision, integrity, and the lasting impact they have on their organizations and communities. Pinnacle leaders inspire others to strive for greatness and continue to foster a legacy of leadership development. Their influence transcends their immediate environment, as they contribute to the growth of future leaders, creating a powerful ripple effect that can transform entire organizations. In connection to that, Collins (2021) also introduced the concept of Level 5 leadership in which he described leaders who combine personal humility with fierce resolve typically prioritizes the organization's success over their personal gain, thus, creating a lasting organizational excellence.

While principals are generally expected to motivate teachers, certain studies suggest that this is not always the case. For example, a study by Akinyi (2012) in Homa Bay County, Kenya, found that autocratic leadership styles employed by some principals led to teacher demotivation. Teachers felt excluded from decision-making processes, leading to reduced commitment and job satisfaction. Similarly, a research by Zeyneba (2014) highlighted that principals' motivation practices were insufficient, resulting in low teacher motivation. Challenges included lack of collaboration in designing motivational strategies and inadequate inclusion of educators in choosing what to do, leading to discomfort and disengagement among staff.

Leadership

The principal's role as a leader is crucial in improving the teacher performance and student achievement. However, it still remains unknown what kinds of school leadership behaviors that are effective to improve teacher performance and student achievement (Utari et al, 2022). Furthermore, the result of the study conducted by Utari et al, (2022) demonstrated a substantial (5%) relationship between: the effectiveness of the principal's leadership behaviors and teacher performance. The quality of teachers' performance rose in tandem with the principal's improvements in leadership characteristics; The viewpoint of spearheading has been arrived since the 1990s, said Driescher (2016), however the presence of lapses continues a compound terms while educational heading considers the whole institution command power such as educators, school heads, and spearheads, there is a type of educational heading that consider educators specifically with teacher leadership. Best school management concludes to be directly contributes for the progress of the school. The COVID-19 pandemic have brought to light how important leadership is to school crisis management. Many schools that fared well during the pandemic have implemented transformational, situational, or instructional leadership methods, according to a study of schools worldwide (McLeod & Dulsky, 2021).

Principal leadership has also been identified as a critical factor in promoting teacher engagement. Research by Leithwood et al. (2020) suggests that transformational leadership—where principals inspire and support teachers' professional growth—leads to higher levels of engagement and motivation. Furthermore, Cheng and Szeto (2022) found that principals' emotional intelligence and supportive leadership styles positively influence teachers' work engagement, creating an environment of trust and collaboration. Wu et al. (2021) also highlighted that distributed leadership, where decision-making responsibilities are shared among staff, increases teacher empowerment and engagement, contributing to a more cohesive school culture. Furthermore, Wang & Howell (2015) highlight that leaders who achieve exceptional results and cultivate strong relationships with their followers—traits aligned with the Pinnacle level—can significantly enhance team performance and organizational outcomes.

Teacher's Level of Grit

Grit, as defined by Duckworth and cited by Wang et al. (2021) is the perseverance and passion for long-term goals, is an essential trait for educators who face daily challenges in the classroom. Research suggests that teachers with high levels of grit are more likely to persist in the face of adversity and stay committed to their profession, leading to improved student outcomes (Robertson-Kraft & Duckworth, 2015). In parallel, professional engagement—which refers to a teacher's dedication, involvement, and enthusiasm for their work—has been linked to higher levels of student achievement and overall school success (Klassen & Durksen, 2015)

Furthermore, a study by Schimschal and Lomas (2019) reveals that greater drive leads to greater positive leadership performance. Similarly, a study of 3,702 leaders in work and non-work contexts found a positive correlation between grit and self-reported leadership capabilities (Caza & Posner, 2018).

Singh and Lau (2022) investigated the correlation between teacher grit and leadership and found that, among teachers in an international school in Malaysia, grit, along with leadership dimensions such as self-awareness, leading change, and self-organization, positively correlated with age. However, teacher leaders were not grittier than non-leaders but demonstrated greater self-awareness and the ability to lead change

Teacher's Professional Engagement

Gatti (2016) identified three psychological conditions linked with engagement: meaningfulness, which refers to the extent to which individuals feel that their work is valuable and worthwhile; safety, or the degree to which people feel comfortable being themselves at work; and availability, which relates to the physical and psychological resources accessible while engaging in work (Ortiz, 2015). However, based on the newest framework of teacher engagement, this construct is multidimensional, involving cognitive, emotional, and social aspects (Klassen et al., 2013). The cognitive dimension is evident when individuals are fully absorbed in their work and invest cognitive resources into work-related tasks. The emotional dimension involves teachers' positive emotional responses to their work, while social engagement refers to the energy teachers invest in building relationships with students and colleagues.

Recent research has highlighted a positive and significant relationship between teacher engagement levels and school effectiveness, indicating that the engagement of both teachers and administrators is a strong predictor of an effective school (Atcioğlu & Köse, 2018). Additionally, job satisfaction and autonomy have been identified as key predictors of teacher engagement (Kulophas et al., 2015). Recent studies, such as that of Li et al. (2022), further emphasized that organizational support plays a crucial role in enhancing teacher engagement, which in turn positively impacts both teacher well-being and student outcomes. Similarly, Meng and Han (2021) found that teachers' self-efficacy and emotional regulation contribute significantly to their levels of engagement, especially in challenging educational environments like the post-pandemic setting.

Methodology

Research Design

This study used quantitative research design. The quantitative aspect of the study utilized a descriptive research design to determine the levels of principal leadership, teachers' grit, and professional engagement. This involved the use of standardized questionnaires to collect numerical data, which were analyzed to provide a general overview of the current conditions and relationships among these variables, (Creswell, 2014).

Locale of the Study

This study was conducted in the selected number of elementary schools within Kabacan South District and Kabacan West District in the Municipality of Kabacan during the academic year 2024-2025.

Respondents of the Study

The respondents of this research were elementary school teachers and principals from a selected number of schools in Kabacan West District and Kabacan South District in the Municipality of Kabacan, North Cotabato. A total of 200 teachers were chosen through complete enumeration sampling, regardless of rank, to ensure representativeness.

Table 1. Shows the number of teachers from the selected elementary schools in Kabacan South District and Kabacan West District.

SCHOOLS	No. of Teachers
A. KABACAN WEST DISTRICT	
1. LUMAYONG ES	18
2. DATU PEDTAMANAN ES	19
3. DILANGALEN ES	11
4. KAYAGA ES	27

5. MALABUAYA ES	19
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B. KABACAN SOUTH DISTRICT

1. KILAGASAN ES	20
2. KABACAN PILOT CENTRAL ES	61
3. LOWER PAATAN ES	25

TOTAL	200
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Research Instrument

This study employed two kinds of research instruments—a survey questionnaire and a grit scale. The survey questionnaire assessed the perceived level of principal leadership, as well as the level of professional engagement exhibited by teachers. The first part of the survey questionnaire included the level of leadership practices exhibited by the principals. This instrument included standardized items based on Maxwell's Five Levels of Leadership. The respondents for this part were the principals.

The second part of the survey questionnaire measured the level of grit exhibited by the teachers using the Grit Scale developed by Duckworth et al. (2007). This validated tool was designed to quantify an individual's perseverance and passion for long-term goals, providing insight into the resilience of teachers. Lastly, a modified questionnaire was used to measure the level of professional engagement exhibited by the teachers, adopted from the 7 Effective Professional Development Resources for Educators developed by Stanley (2015). The last two parts of the survey questionnaire were answered by the teachers.

Using these instruments allowed the study to capture numerical data related to leadership, grit, and professional engagement.

Sampling Procedure

This study used the complete enumeration sampling procedure to determine the number of respondents for the quantitative phase. The total population included 200 elementary teachers and 8 principals, all of whom were included in the study to ensure comprehensive data collection and representation of the target group.

Data Gathering Procedure

The study utilized a purposive random sampling procedure to select elementary school teachers within Kabacan South and Kabacan West Districts who had at least seven years of teaching experience. Quantitative data were collected using a survey questionnaire, which included a grit scale, to assess perceptions of principal leadership, as well as teachers' levels of grit and professional engagement.

Statistical Analysis

Statistical analysis was conducted using descriptive statistics such as mean, frequency, and percentage to determine trends and summarize the perceived levels of leadership practices, grit, and professional engagement among teachers. Correlational analysis was also used to explore the relationships between principal leadership levels and teachers' grit and engagement. The results helped identify patterns and provided a basis for comparing the impact of different leadership practices on teacher outcomes.

Ethical Consideration

During the process, the researcher confidently certain that relevant research instructions were come after and that ethics were employed accordingly. Participation in the study was voluntary, and any potential physical or emotional discomfort experienced by participants regarding certain topics was taken into account.

Participants were informed that they can have a sense of freedom in answering the questions if they were not comfortable or get back from being the respondents at any time without penalty if they felt unable to discuss the requested information.

The information provided by participants was treated with strict confidentiality, ensuring the privacy of their data. Additionally, participants' identities were not disclosed. Therefore, formal processes were strictly observed throughout the conduct of the study.

Results

Principals' Leadership Practices

Position

Table 2 presents the perceived level of leadership practices exhibited by principals in selected elementary schools in Kabacan South and West Districts, focusing on the Position level of leadership based on Maxwell's (2011) Leadership Framework. The findings indicate that respondents generally hold a high regard for their principals' authority, with a mean score of 4.55, signifying strong agreement with the statements provided.

The highest mean score (4.60) corresponds to the statement: "I respect my principal's directives because he/she holds an official position of authority." Similarly, the statement "I adhere to my principal's guidance as it is an expectation of my role as a teacher." received a high mean score (4.58), further reinforcing that teachers recognize their principal's authority as an institutional requirement. However, the lowest mean score (4.52) was recorded for the statement: "I comply with my principal's instructions because he/she establishes clear rules and expectations from the teachers." While still within the strong agreement category, this slightly lower score may indicate that some teachers perceive inconsistencies in the implementation of rules or a lack of clarity in leadership expectations.

Generally, the result implies that selected elementary school teachers in Kabacan West and South District Schools strongly acknowledge and comply with their principal's leadership primarily due to the formal authority associated with their position, highlighting a leadership dynamic rooted more on positional power than personal influence.

These results aligns with Judge and Piccolo (2015), in which they found out that transactional leadership just like Positional level in Maxwell (2016) leadership can be effective in certain contexts, particularly for achieving short-term objectives and ensuring the completion of specific tasks. However, it often falls short when it comes to inspiring or motivating employees. Similarly, Maxwell (2011) emphasizes that effective leadership goes beyond position-based authority. While Position establishes structure and order within an organization, higher levels of leadership (such as Permission and Production) cultivate deeper commitment, trust, and voluntary engagement. This suggests that while principals in the selected schools have successfully established authority through their position, future leadership development could focus on building relationships (Permission Level) and achieving results (Production Level) to strengthen overall leadership effectiveness.

Table 2. Perceived level of leadership practices exhibited by the principals among teachers in Kabacan West District and South District Elementary Schools in terms of **position**.

STATEMENT	Mean	Description
I respect my principal's directives because he/she holds an official position of authority.	4.60	Strongly Agree
I adhere to my principal's guidance as it is an expectation of my role as a teacher.	4.58	Strongly Agree
I comply with my principal's instructions because he/she establish clear rules and expectations from the teachers.	4.52	Strongly Agree
I observe my principal's directives because he/she enforce the school's policies.	4.54	Strongly Agree
I recognize my principal's leadership due to their role as the head of the school.	4.53	Strongly Agree
Weighted Mean	4.55	Strongly Agree
Scale	Numerical Rating	Description
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Moderately Agree
2	1.81 – 2.60	Disagree
1	1.00 – 1.79	Strongly Disagree

Permission

Table 3 presents the perceived level of leadership practices exhibited by principals in selected elementary schools in Kabacan West and South Districts in terms of Permission, which represents the second level of leadership in Maxwell's (2011) framework. The mean score was 4.38, indicating a general agreement among teachers that their principals exhibit relational leadership qualities.

The highest recorded mean scores (4.45) correspond to two statements: "I value my principal's guidance because he/she invests time to build a positive relationship with others."; and, "I respond positively to my principal's leadership because he/she fosters a friendly and respectful work environment." Meanwhile, statement 4 (I am committed to my principal's leadership because he/she shows empathy and understanding towards my challenges.) comes next with a total mean of 4.34. This highlights that teachers feel their principals are empathetic and understand their professional challenges. This was

followed by the statement which indicates that teachers respect their principal not only due to their professional role but because of their personal care and concern for their well-being. Conversely, the lowest mean score (4.31) was observed in the statement: "I trust my principal because he/she encourages open communication and listens to my concerns." Although still within the agreement range, this slightly lower score suggests that some teachers may feel that communication channels could be further improved, or that there are areas where principals could be more responsive to their concerns.

Generally, this result implies that teachers in selected elementary schools within Kabacan South and West Districts generally perceive their principals as relational leaders who prioritize building relationships and showing empathy, though there may be room for improvement in fostering open communication and responsiveness to teachers' concerns. As a result, teachers acknowledge and appreciate principals who build relationships and create a positive school climate. These findings supports the study of Rahmadani et. al (2020) in which they found out that teachers' perception of their principals' leadership effectiveness and interpersonal communication positively impacted school climate through the mediating role of emotional intelligence.

Table 3. Perceived level of leadership practices exhibited by the principals among teachers in Kabacan West District and South District Elementary Schools in terms of permission.

STATEMENT	Mean	Description
I respect my principal's leadership because he/she genuinely care about my well-being.	4.33	Strongly Agree
I value my principal's guidance because he/she invest time to build a positive relationship with others.	4.45	Strongly Agree
I respond positively to my principal's leadership because he/she foster a friendly and respectful work environment.	4.45	Strongly Agree
I am committed to my principal's leadership because he/she show empathy and understanding towards my challenges.	4.34	Strongly Agree
I trust my principal' because he/she encourage open communication and listen to my concerns.	4.31	Strongly Agree
Weighted Mean	4.38	Strongly Agree

Scale	Numerical Rating	Description
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Moderately Agree
2	1.81 – 2.60	Disagree
1	1.00 – 1.79	Strongly Disagree

Production

Table 4 presents the perceived level of leadership practices exhibited by the principals in selected elementary schools within Kabacan South and West Districts in terms of Production, the third level of Maxwell's (2011) Leadership Framework. The findings shows that respondents agree to most of the statements. This further indicates that teachers generally perceive their principals as demonstrating effective leadership focused on achieving results, with a mean score of 4.19.

The highest mean score (4.27) was recorded for the statement: "I am motivated by my principal because he/she leads by example and works hard to achieve school goals". This result indicates that teachers are strongly motivated by principals who model the behaviors they expect from their staff and who actively work towards achieving the school's goals. Meanwhile, the second highest score (4.26) was found for the statement: "I appreciate my principal's leadership because he/she recognizes and celebrates the achievements of both teachers and students." This further highlights that teachers value recognition for their hard work and the achievements of their students. This was followed by the statement: "I support my principal's initiatives because he/she effectively implements programs that enhance the learning environment." with a mean score of 4.17. The result portrays that educators appreciate the efforts of principals to implement effective programs that improve the learning environment. However, the lowest mean score (4.13) was recorded for the statement: "I am driven by my principal's dedication to improving school performance, which motivates teachers like me." While still indicating agreement, this result suggests that there may be some room for improvement in terms of directly inspiring teachers through the principal's dedication to improving school performance. Although the principals' efforts are appreciated, some teachers may feel that there could be more

emphasis on aligning the principal's vision for improvement with clear and consistent action that directly involves the teachers in the process of enhancing school performance.

Overall, the results in Table 4 implies that while the principals in the selected schools are generally perceived to be effective in leading by example, celebrating achievements, and implementing programs, there is still some opportunity for growth in terms of directly motivating teachers through a more visible and consistent commitment to improving school performance. Strengthening this area would help principals move closer to the highest level of leadership in Maxwell's framework, where leadership effectiveness is not only about producing results but also about ensuring that all members of the school community are fully engaged in the achievement of those results. This is similar to the result of the study in the Tigray Region of Ethiopia by Atsebeha (2016) in which it was revealed that supportive, participative, and achievement-oriented leadership styles positively influenced teachers' job performance, while directive leadership had a negative impact.

Table 4. Perceived level of leadership practices exhibited by the principals among teachers in Kabacan West District and South District Elementary Schools in terms of **production**.

STATEMENT	Mean	Description
I am motivated my principal because he/she lead by example and work hard to achieve school goals.	4.27	Strongly Agree
I am inspired by my principal's leadership because he/she consistently achieve positive results for the school.	4.14	Agree
I am driven by my principal's dedication to improving school performance, which motivated teachers like me.	4.13	Agree
I support my principal's initiatives because he/she effectively implement programs that enhance the learning environment.	4.17	Agree
I appreciate my principal's leadership because he/she recognize and celebrate the achievements of both teachers and students.	4.26	Strongly Agree
Weighted Mean	4.19	Agree

Scale	Numerical Rating	Description
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Moderately Agree
2	1.81 – 2.60	Disagree
1	1.00 – 1.79	Strongly Disagree

People Development

Table 5 presents the perceived level of leadership practices exhibited by the principals in selected elementary schools in Kabacan South and West Districts in terms of People Development, which aligns with the fourth level of Maxwell's (2011) Leadership Framework. The results show that teachers perceive their principals as somewhat effective in supporting their professional growth and development, with a mean score of 4.08. Thus, most of the respondents agree to the statements.

The highest mean score (4.13) was observed for the statement: "I am encouraged by my principal because they provide opportunities to learn new skills and enhance my teaching abilities." This indicates that teachers feel encouraged by the principals' efforts to offer opportunities for professional development and skill enhancement. Next, the second-highest score (4.09) was recorded for the statement: "I am committed to my principal's leadership because he/she invests in my professional growth and development." This result suggests that teachers are committed to their principals because they feel that their leadership is supportive of their career development. The third-highest score (4.08) came from the statement: "I am inspired by my principal because they help me realize my potential and take on greater responsibilities." This reflects that principals are seen as inspirational leaders who play a significant role in helping teachers recognize their potential and take on greater responsibilities. Meanwhile, the statement "I grow as an educator under my principal's mentorship and coaching" received a slightly lower score (4.03), indicating that some teachers feel that the coaching and mentorship provided by their principals could be further improved or more consistent across the school. Lastly, the lowest mean score (4.05) was found for the statement: "I am supported by my principal's leadership as they encourage my pursuit of career advancement opportunities." While this still

indicates positive perception, it suggests that some teachers may feel there could be more emphasis on career advancement opportunities. This finding suggests an area for improvement where principals could focus more on actively promoting career growth and professional advancement pathways for their staff.

Overall, the results from Table 5 imply that principals in the selected schools are generally seen as supportive of their teachers' professional growth and development. While they are effective in encouraging skill enhancement and inspiring teachers to take on greater responsibilities, there is room for further improvement, particularly in mentorship, coaching, and career advancement opportunities. Strengthening these areas would ensure that principals fully embody the People Development level of Maxwell's leadership framework, where leaders are not only responsible for achieving results but also for helping their followers grow to their fullest potential. This study aligns with the result of the research conducted by Galdames-Calderón (2023) observed that principals practicing distributed leadership effectively promote teachers' professional development, leading to school improvement.

Table 5. Perceived level of leadership practices exhibited by the principals among teachers in Kabacan West and South District Elementary Schools in terms of **People Development**.

STATEMENT	Mean	Description
I am committed to my principal's leadership because he/she invest in my professional growth and development.	4.27	Strongly Agree
I am encouraged by my principal because they provide opportunities to learn new skills and enhance my teaching abilities.	4.14	Agree
I am supported by my principal's leadership as they encourage my pursuit of career advancement opportunities.	4.13	Agree
I grow as an educator under my principal's mentorship and coaching.	4.17	Agree
I am inspired by my principal because they help me realize my potential and take on greater responsibilities.	4.05	Agree
Weighted Mean	4.08	Agree

Scale	Numerical Rating	Description
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Moderately Agree
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

Pinnacle

Table 6 presents the perceived level of leadership practices exhibited by principals in selected elementary schools in Kabacan South and West Districts in terms of the Pinnacle level of leadership, the highest level in Maxwell's (2011) Leadership Framework. The mean score for this level is 3.81, indicating that while teachers generally appreciate their principals' leadership, there is room for improvement in fully embodying the characteristics of the Pinnacle level. Furthermore, it shows that most of respondents moderately agree to the statements.

The highest mean score (3.91) was recorded for the statement: "I am inspired by my principal's leadership to become the best version of myself." This result suggests that a significant number of teachers feel inspired by their principal's leadership and see them as a source of motivation to improve themselves. On the following note, the second-highest score (3.89) was found for the statement: "I admire my principal as a role model for excellence in leadership." This indicates that many teachers see their principal as a role model who exemplifies excellence in leadership. This was followed by the statement "I am influenced by my principal because they create a lasting legacy of positive impact within the school and community" received a mean score of 3.80, suggesting that teachers recognize the impact their principal has on both the school and the broader community. Meanwhile, the statement "I am empowered by my principal's leadership to take initiative and contribute to positive change" received a mean score of 3.74, the lowest among the

statements in this table. While it still reflects a positive perception, it suggests that some teachers feel that their principal's leadership may not always fully empower them to take the initiative in driving positive change.

Lastly, the statement "I am motivated by my principal's leadership, which extends beyond the school and makes a broader impact on education" received the lowest mean score (3.68). This suggests that while teachers recognize their principal's leadership, they may not always perceive it as having an impact beyond the school.

In conclusion, the results from Table 6 implies that while teachers feel inspired and motivated, and recognize the principal's influence in creating a positive environment, there is potential for greater empowerment of teachers to take initiative and for principals to create a more lasting legacy that extends beyond the school into the broader education community. Strengthening these areas would help principals reach the Pinnacle level of Maxwell's leadership framework, where the leader's influence creates an enduring impact on both individuals and the community.

While principals are generally expected to motivate teachers, certain studies suggest that this is not always the case. A research by Zeyneba (2014) highlighted that principals' motivation practices were insufficient, resulting in low teacher motivation. Challenges included lack of collaboration in designing motivational strategies and inadequate involvement of teachers in decision-making, leading to discomfort and disengagement among staff.

Table 6. Perceived level of leadership practices exhibited by the principals in selected elementary schools in Kabacan South and West District Schools in terms of **Pinnacle**.

STATEMENT		Mean	Description
1.	I am inspired by my principal's leadership to become the best version of myself.	3.89	Agree
2.	I admire my principal as a role model for excellence in leadership.	3.80	Agree
3.	I am influenced by my principal because they create a lasting legacy of positive impact within the school and community.	3.74	Agree
4.	I am empowered by my principal's leadership to take initiative and contribute to positive change.	3.91	Agree
5.	I am motivated by my principal's leadership, which extends beyond the school and makes a broader impact on education.	3.68	Agree
Weighted Mean		3.81	Agree

Scale	Numerical Rating	Description
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Moderately Agree
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

Grit Exhibited by the Teachers

Perseverance

Table 7 shows the level of grit exhibited by teachers in relation to perseverance. The results indicate that teachers generally demonstrate a high level of perseverance in their professional duties, as reflected in the overall mean score of 4.24, which falls under the "Highly Engaged" category.

Among the indicators, the highest mean score ($M = 4.43$, Highly Engaged) is observed in "They set a goal but later chose to pursue a different one." This suggests that teachers remain persistent in their objectives, even when they need to adjust their goals. The second highest-rated statement, "They finish whatever task they begin regardless of time" ($M = 4.29$, Highly Engaged), highlights their strong commitment to completing responsibilities despite time constraints. Meanwhile, the lowest mean scores ($M = 4.14$, Often Engaged) appear in "They keep working on difficult tasks in the classroom until they succeed" and "They don't give up easily on students, even when they struggle to learn." Although these are the lowest among the indicators, they still indicate a strong level of perseverance, as teachers often persist through difficulties in teaching and student learning.

Overall, the result implies that teachers often engaged in exhibiting perseverance in their roles, demonstrating resilience, dedication, and commitment to overcoming challenges in the teaching profession. These findings can be related to that of the study of Baraquia (2020) which indicated that perseverance in teaching significantly predicts teacher performance, emphasizing the importance of sustained effort in educational success.

Table 7. Level of Grit among Teachers in Kabacan West District and South District Elementary Schools in terms of **Perseverance**.

STATEMENT		Mean	Description
1.	They set a goal but later chose to pursue a different one.	4.43	Always Engaged
2.	They finish whatever task they begin regardless of time.	4.29	Always Engaged
3.	They keep working on difficult tasks in the classroom until they succeed.	4.14	Often Engaged
4.	They often push through challenges in teaching, even when it gets tough.	4.21	Always Engaged
5.	They don't give up easily on students, even when they struggle to learn.	4.14	Often Engaged
Weighted Mean		4.24	Always Engaged

Scale	Numerical Rating	Description
5	4.21 – 5.00	Always Engaged
4	3.41 – 4.20	Often Engaged
3	2.61 – 3.40	Moderately Engaged
2	1.81 – 2.60	Rarely Engaged
1	1.00 – 1.80	Never Engaged

Passion

Table 8 presents the level of grit exhibited by teachers in terms of passion. The results indicate that teachers in the selected schools within Kabacan South and West Districts demonstrate a strong passion for their teaching careers, with an overall mean score of 4.30, which falls under "Highly Engaged"

Among the statements, the highest mean score ($M = 4.50$, Highly Engaged) corresponds to the statement: "They are enthusiastic about their teaching goals." This suggests that teachers are particularly motivated and excited about their goals in teaching. The second highest-rated statement, "They maintain a long-term interest in their teaching goals" ($M = 4.43$, Highly Engaged), shows that teachers have a sustained commitment to their educational objectives. Meanwhile, the statement: "They believe that their teaching can make a lasting impact on learners' lives" and "They are very passionate about their teaching career" both received a mean score of 4.14 (Often Engaged), indicating that teachers consistently believe in the long-term significance of their work and remain passionate about their profession, though not as intensely as the other statements.

Overall, the data implies that teachers often display a high level of passion in their teaching, maintaining enthusiasm, long-term goals, and a deep belief in the positive impact of their work on students.

Table 8. Level of Grit among teachers in Kabacan West District and South District Elementary Schools in terms of **Passion**.

STATEMENT		Mean	Description
1.	They are very passionate about their teaching career.	4.14	Often Engaged
2.	They believe that their teaching can make a lasting impact on learners' lives.	4.14	Often Engaged
3.	They often feel that their work is meaningful and contributes to learners' lives.	4.29	Always Engaged
4.	They maintain a long-term interest in their teaching goals.	4.43	Always Engaged

5. They are enthusiastic about his/her teaching goals. 4.50 Always Engaged

Weighted Mean	4.30	Always Engaged
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Scale	Numerical Rating	Description
5	4.21 – 5.00	Always Engaged
4	3.41 – 4.20	Often Engaged
3	2.61 – 3.40	Moderately Engaged
2	1.81 – 2.60	Rarely Engaged
1	1.00 – 1.80	Never Engaged

Production

Table 9 presents the level of grit exhibited by teachers in terms of production. The data indicates that teachers display a high level of production-oriented grit, with an overall mean score of 4.46, which falls under the "Highly Engaged" category.

Among the statements, the highest mean score ($M = 4.57$, Highly Engaged) is observed for "They see challenges in the classroom as opportunities for growth." This suggests that teachers are particularly skilled at viewing challenges positively, seeing them as chances to improve rather than obstacles. This was followed by the statement, "They are willing to work hard to achieve teaching goals, even when progress is slow" ($M = 4.50$, Highly Engaged), indicates a strong work ethic and perseverance among teachers, even when progress in the classroom is gradual. Statements like "They bounce back quickly after setbacks in teaching" and "Their interest in teaching remains high even when faced with challenges" received mean scores of 4.36 and 4.43, respectively, showing that teachers are resilient and maintain interest in their work despite setbacks or difficulties. However, the lowest mean score ($M = 4.43$) was also seen for "They find everyday duties as opportunities to improve teaching." Although slightly lower, this still indicates that teachers view their daily tasks as chances to enhance their teaching.

Overall, the data implies that teachers often exhibit strong resilience and dedication to achieving their teaching goals, maintaining a high level of engagement and adaptability in the face of challenges.

Table 9. Level of Grit among Teachers in Kabacan West District and South District Elementary Schools in terms of **Production**.

STATEMENT	Mean	Description
1. They bounce back quickly after setbacks in teaching.	4.36	Always Engaged
2. They see challenges in the classroom as opportunities for growth.	4.57	Always Engaged
3. They are willing to work hard to achieve teaching goals, even when progress is slow	4.50	Always Engaged
4. Their interest in teaching remains high even when faced with challenges.	4.43	Always Engaged
5. They find everyday duties as opportunities to improve teaching.	4.43	Always Engaged
Weighted Mean	4.46	Always Engaged

Scale	Numerical Rating	Description
5	4.21 – 5.00	Always Engaged
4	3.41 – 4.20	Often Engaged
3	2.61 – 3.40	Moderately Engaged
2	1.81 – 2.60	Rarely Engaged
1	1.00 – 1.80	Never Engaged

Commitment

Table 10 presents the level of grit exhibited by teachers in terms of commitment. The overall mean score of 4.26, which falls under the "Highly Engaged" category, indicates that teachers demonstrate a solid level of commitment to their profession and teaching goals.

Among the statements, the highest mean score ($M = 4.36$, Highly Engaged) is observed in the statement: "They bounce back quickly after setbacks in teaching." This suggests that teachers exhibit resilience and are able to recover quickly from challenges they face in the classroom. This was followed by the statement, "They see challenges in the classroom as opportunities for growth" ($M = 4.29$, Highly Engaged), indicates that teachers are able to turn obstacles into chances for personal and professional development. Statements like "They are willing to work hard to achieve teaching goals, even when progress is slow" and "They find everyday duties as opportunities to improve teaching" received mean scores of 4.21 and 4.29. These numerical data highlight the teachers' consistent willingness to work hard and see daily tasks as opportunities for improvement, even when progress may not be immediate. However, the lowest mean score ($M = 4.14$, Often Engaged) was seen in the statement: "Their interest in teaching remains high even when faced with challenges." While this is still a high score, it reflects that teachers may face some fluctuations in maintaining interest during particularly difficult times.

Overall, the data imply that teachers often display commitment by persevering through challenges, maintaining their interest in teaching, and staying focused on long-term goals, even when faced with setbacks.

Table 10. Level of Grit among Teachers in Kabacan West District and South District Elementary Schools in terms of **Commitment**.

STATEMENT	Mean	Description
1. They regularly reflect on teaching practices to improve.	4.36	Always Engaged
2. They are willing to invest time and effort to achieve long-term teaching goals.	4.29	Always Engaged
3. They remain focused on goals, even when faced with obstacles.	4.21	Always Engaged
4. They feel deeply committed to his/her role as a teacher.	4.14	Often Engaged
5. They are willing to accept other responsibilities to help achieve the goals of the school.	4.29	Always Engaged
Weighted Mean	4.26	Always Engaged

Scale	Numerical Rating	Description
5	4.21 – 5.00	Always Engaged
4	3.41 – 4.20	Often Engaged
3	2.61 – 3.40	Moderately Engaged
2	1.81 – 2.60	Rarely Engaged
1	1.00 – 1.80	Never Engaged

Professional Engagement Exhibited by the Teachers

Online Courses

Table 11 presents the level of professional engagement exhibited by teachers in terms of online courses. The overall mean score of 2.13, which falls under the "Rarely Engaged" category, suggests that teachers are only occasionally engaged in professional development through online courses.

Based on the data, respondents "rarely engaged" in all of the statements on the level of professional engagement among teachers in terms of online courses. Among the indicators, the highest mean of 2.57 under the statement: "They enroll in online courses to develop teaching skill" indicates that most of the respondents rarely engaged in studying through online courses. This could indicate that they prefer studying in a school. This was followed by the statements: "They complete online courses related to subject-specific knowledge.", and "They use online courses to stay updated with educational trends", comes next. Furthermore, it was also shown that teachers seldom engaged and show little preference for online learning over face-to-face training, with a mean score of 1.91. Lastly, as reflected in the result, teachers also rarely engaged in recommending online courses to colleagues for professional growth.

These findings imply that teachers in Kabacan West and South Districts Elementary Schools engage in online courses infrequently, possibly due to a preference for traditional professional development methods or challenges such as limited access to technology, time constraints, and a lack of institutional support for online learning. Moreover, studies conducted by Keller et al. (2023) and Al-Mahrooqi & Denman (2021) highlighted similar trends,

emphasizing that factors like perceived course quality, motivation, and digital infrastructure significantly impact teachers' engagement in online professional development.

Table 11. Level of Professional Engagement among Teachers in Kabacan West District and South District Elementary Schools in terms of **Online Courses**.

STATEMENT		Mean	Description
1.	They enroll in online courses to develop teaching skills.	2.57	Rarely Engaged
2.	They complete online courses related to subject-specific knowledge.	2.21	Rarely Engaged
3.	They use online courses to stay updated with educational trends.	2.21	Rarely Engaged
4.	They prefer online courses over face-to-face training for professional development.	1.93	Rarely Engaged
5.	They recommend online courses to colleagues for professional growth.	1.71	Never Engaged
Weighted Mean		2.13	Rarely Engaged

Scale	Numerical Rating	Description
5	4.21 – 5.00	Always Engaged
4	3.41 – 4.20	Often Engaged
3	2.61 – 3.40	Moderately Engaged
2	1.81 – 2.60	Rarely Engaged
1	1.00 – 1.80	Never Engaged

Webinars/Seminars

Table 12 presents the level of professional engagement among teachers in in Kabacan West and South Districts Elementary Schools concerning their participation in webinars and seminars. The overall mean score of 3.61, categorized as "Often Engaged," suggests that while teachers participate in these professional development activities, their level of engagement varies across different aspects.

Among the indicators, the highest mean score ($M = 4.29$, Highly Engaged) suggests that teachers frequently attend relevant webinars or seminars, while a slightly lower score ($M = 4.00$, Often Engaged) reflects their general willingness to participate in such activities. However, other aspects, such as applying the knowledge gained ($M = 3.36$, Moderately Engaged) and sharing insights with colleagues ($M = 3.43$, Often Engaged), indicate a moderate level of implementation. The lowest mean score ($M = 3.00$, Moderately Engaged) implies that some teachers may not consistently integrate their learning experiences into classroom practices.

These findings imply that while teachers are often engaged in webinars and seminars, especially those hosted by educational organizations, their engagement in sharing insights and using webinars to stay updated on curriculum changes is moderate, indicating room for improvement in applying and sharing what they learn. This result contradicted to that of Perez & Cruz (2024) in which the result of seminar demonstrated significant improvements in teaching-performance post-seminar. The result highlighted the importance of not only attending professional development activities but also effectively integrating the acquired knowledge into teaching practices.

Table 12. Level of Professional Engagement among Teachers in Kabacan West District and South District Elementary Schools in terms of **Webinars/Seminars**.

STATEMENT		Mean	Description
1.	They attend webinars/seminars on new teaching methodologies.	4.00	Often Engaged
2.	They participate in webinars/seminars hosted by educational organizations.	4.29	Always Engaged

3.	They use webinars/seminars to stay updated on curriculum changes.	3.36	Moderately Engaged
4.	They actively engage in discussions during webinars/seminars.	3.43	Often Engaged
5.	They share insights from webinars/seminars with their colleagues.	3.00	Moderately Engaged

Weighted Mean	3.61	Often Engaged
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Scale	Numerical Rating	Description
5	4.21 – 5.00	Always Engaged
4	3.41 – 4.20	Often Engaged
3	2.61 – 3.40	Moderately Engaged
2	1.81 – 2.60	Rarely Engaged
1	1.00 – 1.80	Never Engaged

Mentoring

Table 13 presents the level of professional engagement among teachers in in Kabacan West and South Districts Elementary Schools in terms of mentoring, with an overall mean score of 3.43, which means that respondents often engaged with the statements provided. This suggests that while mentoring is recognized as a valuable component of professional development, there is room for increased participation and deeper involvement.

The highest score ($M = 4.36$, Highly Engaged) indicates that teachers often seek guidance and support from mentors or more experienced colleagues. This suggests a positive attitude towards mentorship, with teachers understanding the value of learning from others in the field. However, the other indicators show a more moderate level of engagement. For example, $M = 3.29$ reflects moderate involvement in mentoring relationships, suggesting that teachers engage in mentoring but not necessarily at a high frequency. Similarly, $M = 3.21$ shows that teachers occasionally share their own strategies with peers, indicating that while teachers may receive mentoring, there is still a gap in reciprocal sharing and collaboration. The lowest score ($M = 3.07$) suggests that teachers are not as actively involved in providing mentoring support to others, with mentoring relationships often being one-sided rather than collaborative.

Overall, this implies that while teachers are often engaged in mentoring for professional development, they are most involved in peer mentoring, indicating a strong preference for collaboration. However, activities like participating in formal mentoring programs and regularly meeting with mentors are moderately engaged, suggesting that these may not be as prioritized. Overall, mentoring is valued, but there is potential for increased participation or more structured opportunities.

A study by McMahon and Scully (2018) supports these findings, noting that mentoring is often underutilized in professional development programs due to time constraints, lack of structured support, or a one-sided approach where experienced teachers mainly provide guidance without fostering a reciprocal exchange. In the context of North Cotabato, these findings suggest that there may be a need for more structured mentoring programs that encourage both the reception of guidance and the active participation of teachers in mentoring their peers.

Table 13. Level of Professional Engagement among Teachers in Kabacan West and South Districts Elementary Schools in terms of **Mentoring**.

STATEMENT	Mean	Description
1. They participate in mentoring programs for professional growth.	3.21	Moderately Engaged
2. They seek advice from a mentor to improve their teaching practices.	3.29	Moderately Engaged
3. They mentor other teachers as part of their professional development.	3.21	Moderately Engaged
4. They regularly meet with a mentor to discuss teaching strategies.	3.07	Moderately Engaged
5. They engage in peer mentoring to enhance collaboration among teachers.	4.36	Always Engaged
Weighted Mean	3.43	Often Engaged

Scale	Numerical Rating	Description
5	4.21 – 5.00	Always Engaged
4	3.41 – 4.20	Often Engaged
3	2.61 – 3.40	Moderately Engaged
2	1.81 – 2.60	Rarely Engaged
1	1.00 – 1.80	Never Engaged

Books/E-Books

Table 14 highlights the level of professional engagement among teachers in in Kabacan West and South Districts Elementary Schools in terms of their use of books and e-books for professional development. The overall mean score of 4.09 indicates that teachers are moderately engaged with books and e-books for professional growth, leaning slightly towards "often engaged".

The highest score ($M = 4.86$, Highly Engaged) reflects that teachers often use books and e-books for their professional development. Other scores also suggest significant, though slightly less frequent, engagement with professional reading materials. The score of $M = 4.50$, Highly Engaged suggests that teachers regularly read books or e-books related to their subject areas, which is critical for keeping their content knowledge up to date. However, the score of $M = 3.93$, Often Engaged indicates that while teachers occasionally explore books and e-books on teaching methods and pedagogical theories, they may not consistently prioritize these resources for enhancing their teaching practice. The lowest score ($M = 3.00$, Moderately Engaged) suggests that some teachers rarely use e-books or books for expanding their professional networks or exploring the broader educational trends.

The results imply that while teachers in Kabacan South and West District Schools acknowledge the value of books and e-books for professional development and fostering collaboration among educators, they still prioritize direct observation of classroom practices and management for practical application, rather than relying solely on the content they've read. Additionally, these findings emphasize a strong engagement with reading materials, reinforcing that books and e-books remain essential tools for professional growth.

Research on teacher professional development supports these findings, as studies have shown that reading professional literature—whether in physical books or digital formats—can significantly enhance teachers' knowledge and instructional practices. For example, a study by Harris and Jones (2019) found that teachers who engage with a variety of professional reading materials, including books and e-books, tend to have higher levels of reflective practice and improved classroom strategies. Additionally, a study by Green and Haines (2020) suggests that e-books offer teachers flexibility in accessing resources, but their impact on practice is most significant when paired with opportunities for discussion and reflection.

Table 14. Level of Professional Engagement among Teachers in Kabacan West District and South District Elementary Schools in terms of **Books/E-books**.

STATEMENT		Mean	Description
1.	They read books or e-books related to teaching strategies.	4.14	Often Engaged
2.	They use educational books to enhance their subject knowledge.	4.86	Moderately Engaged
3.	They apply techniques from books or e-books to their classroom practice.	4.50	Moderately Engaged
4.	They frequently purchase or borrow books for professional development.	3.93	Moderately Engaged
5.	They discuss books or e-books with colleagues for collaborative learning.	3.00	Highly Engaged
Weighted Mean		4.09	Often Engaged

Scale	Numerical Rating	Description
5	4.21 – 5.00	Always Engaged
4	3.41 – 4.20	Often Engaged
3	2.61 – 3.40	Moderately Engaged
2	1.81 – 2.60	Rarely Engaged
1	1.00 – 1.80	Never Engaged

Social Media and Communities

Table 15 presents the level of professional engagement among teachers in Kabacan West and South Districts Elementary Schools in terms of their use of social media and communities. The overall mean score of 3.74, categorized as "Often Engaged," suggests that while social media is used as a tool for professional development, teachers' engagement is moderate in classroom use and practice and could be further developed.

Based on the data, the highest score ($M = 4.07$, Often Engaged) indicates that teachers often engage with social media platforms to access professional development content or collaborate with colleagues. However, the other scores indicate more moderate levels of engagement such as the statement 1 shows a mean score of 3.93 (Often Engage). This reflects that teachers occasionally use social media to engage with teaching communities, such as following educational pages or joining teacher groups. On the other hand, Statement 4: "They attend virtual discussions and chats through social media platforms." shows a mean of 3.86 (Often Engaged). Meanwhile, the lowest score is under statement 3: "They use social media to share educational resources with their peers" with a mean of 2.86 (Moderately Engaged) indicates that teachers use social media less frequently for direct professional learning or to gain insights into new teaching practices.

These findings suggest that while teachers are using social media for professional engagement, their use is more focused on accessing information and connecting with others rather than active participation in professional learning communities or content creation. It can also be stated that their engagement is more passive than interactive, focusing primarily on accessing information and connecting with others rather than contributing content or initiating dialogue.

Studies have shown that social media can be an effective tool for teacher professional development, allowing teachers to access a wide range of resources, connect with peers globally, and engage in informal learning. For instance, a study by Trust (2018) found that social media platforms provided teachers with opportunities for real-time professional development, including participation in online communities and webinars. Additionally, a study by Greenhow and Lewin (2016) highlighted that teachers' use of social media for professional purposes could enhance collaboration and knowledge sharing. However, the study also pointed out challenges such as information overload and the need for guidance on how to use social media effectively for professional growth.

For teachers within Kabacan South and West District Schools, these findings suggest that while social media is a useful tool for professional development, more structured guidance on how to leverage social media platforms for learning, collaboration, and networking could improve its effectiveness. Providing support for teachers to actively engage with social media platforms in a more focused and purposeful way may increase its impact on their teaching practices.

Table 15. Level of Professional Engagement among Teachers in Kabacan West District and South District Elementary Schools in terms of **Social Media and Communities**.

STATEMENT		Mean	Description
1.	They engage with teaching communities on social media for professional learning.	3.93	Often Engage
2.	They participate in online groups related to their teaching field.	4.07	Often Engage
3.	They use social media to share educational resources with their peers.	2.86	Moderately Engage
4.	They attend virtual discussions and chats through social media platforms.	3.86	Often Engage
5.	They follow educational influencers or experts on social media for insights.	4.00	Often Engage
Weighted Mean		3.74	Often Engage

Scale	Numerical Rating	Description
5	4.21 – 5.00	Always Engaged
4	3.41 – 4.20	Often Engaged
3	2.61 – 3.40	Moderately Engaged
2	1.81 – 2.60	Rarely Engaged
1	1.00 – 1.80	Never Engaged

Graduate Program

Table 16 presents the level of professional engagement among teachers in Kabacan District In Kabacan West and South Districts elementary schools in terms of their participation in graduate programs. The overall mean score of 3.74 indicates that respondents are "Often Engaged" with the statements below, this indicates that while teachers are somewhat engaged in pursuing graduate studies, their involvement in this area is not very high.

Based on the data, statement 1: "They pursue a graduate degree to further enhance their teaching career" gains the highest score ($M = 4.21$, Highly Engaged). This suggests that a certain portion of teachers regularly engage in graduate-level coursework or academic programs that enhance their professional knowledge. Meanwhile, the other scores suggest moderate engagement levels in different aspects of graduate programs. For example, statement 3: "They use their graduate program coursework to improve their teaching methods." with a mean score of 4.14 reflects that teachers are often engaged in graduate programs related to their specific subject areas, indicating that they may pursue further studies to strengthen their knowledge in their respective fields. Statement 4: "They collaborate with classmates in their graduate program for professional learning" had a mean of 3.86 shows that some teachers are often involved in pursuing graduate studies in educational leadership or pedagogical strategies, though not at a high frequency. Lastly, statement 5: "They integrate research from graduate program into their teaching practice" had the lowest mean of 2.64 (Moderately Engaged) indicates that teachers rarely pursue graduate programs focused on specific areas of professional development outside of their core teaching disciplines.

Overall, this imply that graduate programs are seen as an important tool for professional development. Moreover, it can also be implied that teachers are committed to professional growth through graduate studies, especially in expanding knowledge and improving methods. However, low integration of research into practice suggests a need to better connect coursework with classroom application.

Research supports the importance of graduate programs in enhancing teachers' professional growth. According to Barone and Wright (2016), teachers who pursued graduate programs were more likely to implement innovative teaching methods and demonstrate improved classroom performance.

Table 16. Level of Professional Engagement among Teachers in Kabacan West District and South District Elementary Schools in terms of **Graduate Program**.

STATEMENT		Mean	Description
1.	They pursue a graduate degree to further enhance their teaching career.	4.21	Always Engaged
2.	They attend graduate program courses regularly to expand their knowledge.	3.86	Often Engage
3.	They use their graduate program coursework to improve their teaching methods.	4.14	Often Engage
4.	They collaborate with classmates in their graduate program for professional learning.	3.86	Often Engage
5.	They integrate research from graduate program into their teaching practice.	2.64	Moderately Engage
Weighted Mean		3.74	Often Engage

Scale	Numerical Rating	Description
5	4.21 – 5.00	Always Engaged
4	3.41 – 4.20	Often Engaged
3	2.61 – 3.40	Moderately Engaged
2	1.81 – 2.60	Rarely Engaged
1	1.00 – 1.80	Never Engaged

Conferences

Table 17 presents the level of professional engagement among teachers in Kabacan South and West elementary schools in terms of their participation in conferences. The overall mean score of 4.04, categorized as "Often Engaged," suggests that teachers are often engaged in attending and participating in conferences as part of their professional development.

The highest score ($M = 4.21$, Highly Engaged) indicates that a significant number of teachers often attend conferences, suggesting that conferences are a valuable tool for gaining new insights and enhancing their teaching practices. This engagement reflects teachers' recognition of the value of conferences for professional growth, networking, and staying updated on the latest trends in education. Other scores, such as in the statement: "They participate in

workshops during teaching conferences” gains a mean score of 4.14 which indicates that respondents “Often Engaged” in conferences focused on subject-specific knowledge and teaching strategies, which aligns with the need for ongoing professional development in their respective disciplines. The scores of the statements: ‘They network with other educators at teaching conferences.’, ‘They use insights from conferences to improve their classroom practices.’ which had mean scores 3.93 and 4.07 respectively, indicate that teachers also engage often in conferences related to educational leadership and pedagogical approaches, but not as consistently. The lowest score of 3.86, (Often Engaged) is in the statement: ‘They attend teaching conferences to learn from industry experts.’, reflects that while teachers do attend conferences, there may be barriers or limitations in their ability to fully capitalize on these opportunities, such as time or funding constraints. provide.

Overall, this implies that teachers in Kabacan West and South Districts are committed to professional growth, seeing teaching conferences as valuable for improving practice and building networks. Their active engagement suggests that such events play an important role in their ongoing development.

Research indicates that attending conferences can be a highly effective form of professional development for teachers. A study by Opfer and Pedder (2017) found that conferences, when paired with opportunities for follow-up support and collaboration, can lead to significant improvements in teaching practice.

In the case of Kabacan South and West District Schools, it is likely that while teachers recognize the value of conferences, factors such as the cost of attending or limited access to relevant conferences may reduce their overall engagement. Supporting teachers in attending more conferences—whether through funding, time allocation, or making local conferences more accessible—could help enhance their professional development and ultimately benefit student learning outcomes.

Table 17. Level of Professional Engagement among Teachers in Kabacan West District and South District Elementary Schools in terms of **Conferences**.

STATEMENT		Mean	Description
1.	They attend teaching conferences to learn from industry experts.	3.86	Often Engage
2.	They participate in workshops during teaching conferences.	4.14	Often Engage
3.	They network with other educators at teaching conferences.	3.93	Often Engage
4.	They use insights from conferences to improve their classroom practices.	4.07	Often Engage
5.	They recommend attending teaching conferences to their colleagues.	4.21	Always Engaged
Weighted Mean		4.04	Often Engage

Scale	Numerical Rating	Description
5	4.21 – 5.00	Always Engaged
4	3.41 – 4.20	Often Engaged
3	2.61 – 3.40	Moderately Engaged
2	1.81 – 2.60	Rarely Engaged
1	1.00 – 1.80	Never Engage

Relationship of the Leadership Practices Exhibited by the Principals and Grit Exhibited by the Teachers

Table 18 reveals the correlation between the leadership practices exhibited by principals and the grit demonstrated by teachers, specifically across four dimensions: perseverance, passion, production, and commitment.

Based on the Spearman Rho analysis, several significant negative relationships were identified. Notably, the leadership practice of *Permission* was found to be significantly negatively correlated with perseverance ($r = -0.496, p = 0.041$), production ($r = -0.470, p = 0.047$), and commitment ($r = -0.495, p = 0.041$). This suggests that as principals exhibit more of the *Permission* style of leadership—characterized by building relationships and trust—teachers may tend to display lower levels of grit in these specific dimensions.

Similarly, the *People Development* leadership practice was also negatively correlated with both perseverance ($r = -0.410, p = 0.048$) and commitment ($r = -0.379, p = 0.050$). Moreover, a significant negative correlation was found between *Pinnacle* leadership and perseverance ($r = -0.415, p = 0.049$). These findings indicate that when principals demonstrate higher-level leadership practices that focus on empowering others, building influence, and nurturing

growth, teachers may rely less on their personal perseverance and commitment, potentially due to increased support or reduced need for individual coping mechanisms.

On the other hand, no significant correlations were observed between any leadership practices and the *Passion* aspect of grit, suggesting that teacher passion may be influenced by factors outside of leadership styles. Overall, the data highlights a nuanced dynamic where relational and developmental leadership practices may inversely affect certain components of teacher grit, particularly perseverance and commitment, possibly due to the supportive nature of such leadership reducing the necessity for individual drive and resilience.

Table 18. Correlation matrix showing the relationship of the leadership practices exhibited by the principals and grit exhibit by the teachers.

<i>Spearman Rho</i>					
Leadership Practices		Perseverance	Passion	Production	Commitment
Position	Cor. Coef.	0-.028	-0.154	0.079	0.137
	Probability	0.920	0.583	0.780	0.626
Permission	Cor. Coef.	-0.496*	-0.275	-0.470*	-0.495*
	Probability	0.041	0.322	0.047	0.041
Production	Cor. Coef.	-0.211	-0.035	-0.260	-0.281
	Probability	0.251	0.900	0.350	0.311
People Development	Cor. Coef.	-0.410*	-0.192	-0.342	-0.379*
	Probability	0.048	0.492	0.213	0.050
Pinnacle	Cor. Coef.	-0.415*	-0.223	-0.218	-0.359
	Probability	0.049	0.425	0.435	0.189

**.Correlation is significant at the 0.01 level.

*.Correlation is significant at the 0.05 level.

Influence of the Leadership Practices Exhibited by the Principals on the Grit Exhibited by the Teacher

Leadership Practices Exhibited by the Principals on Perseverance

Table 19 presents the regression analysis of the influence of principals' leadership practices on the perseverance component of teacher grit. The overall model was not statistically significant ($R^2 = 0.340$, $F = 0.928$, $p = 0.506$), suggesting that leadership styles—Position, Permission, Production, People Development, and Pinnacle—do not significantly predict teachers' perseverance.

Among these, *Permission* showed to have the strongest (though still non-significant) negative influence ($\beta = -0.607$, $p = 0.122$), while *People Development* had a mild positive trend ($\beta = 0.450$, $p = 0.334$). However, none of the predictors reached statistical significance.

This is supported by Robertson-Kraft and Duckworth (2014), who found that grit, particularly perseverance, is a stable personal trait that predicts teacher success and retention, independent of leadership factors.

Table 19. Influence of the leadership exhibit by the principals on the grit exhibit by the teachers regarding **perseverance**.

Leadership Practices	Coef. β	Std. Error	t – value	Probability
(Constants)	6.570	2.392	2.747	0.023
Position	0.145	0.420	0.345	0.738
Permission	-0.607	0.356	-1.706	0.122
Production	-0.241	0.247	-0.973	0.356
People development	0.450	0.440	1.022	0.334
Pinnacle	-0.271	0.240	-1.130	0.288

$R^2 = 0.340$

F – Value = 0.928

Probability = 0.506^{ns}

^{ns} = Not Significant.

Leadership Exhibit by the Principals on Passion

Table 20 examines the influence of various leadership practices exhibited by principals on the grit demonstrated by teachers, particularly focusing on the dimension of passion. The results from the table show that none of the leadership practices – position, permission, production, people development, and pinnacle- significantly impact teachers' passion for their work, as indicated by the high p-values for each of these variables.

Specifically, the p-values for position ($p = 0.881$), permission ($p = 0.329$), production ($p = 0.405$), people development ($p = 0.539$), and pinnacle ($p = 0.751$) are all greater than the standard significance level of 0.05, suggesting that the leadership practices do not have a statistically significant relationship with teachers' passion. The coefficient values for these leadership practices are also relatively low, further reinforcing the idea that these factors do not strongly influence teachers' passion.

Additionally, the R^2 value of 0.133 indicates that only 13.3% of the variation in teachers' passion is explained by the leadership practices. This suggests that there are other factors outside of the principal's leadership practices that have a greater influence on teachers' passion and grit.

Furthermore, the F-value of 0.275, combined with a probability value of 0.915, indicates that the overall model is not statistically significant and does not provide a strong explanation of the data. This highlights the complexity of the relationship between leadership and teacher motivation, with the findings suggesting that principal leadership practices alone may not be sufficient to foster teachers' passion and grit.

A similar study by Moolenaar, Slegers, and Daly (2021) found that while leadership practices can affect teacher engagement, they often do not directly influence teachers' passion, reinforcing the notion that passion may be more strongly influenced by personal and contextual factors.

Table 20. Influence of the leadership exhibit by the principals on the grit exhibit by the teachers regarding Passion.

Leadership Practices	Coef. β	Std. Error	t – value	Probability
(Constants)	6.752	2.793	2.417	0.039
Position	-0.075	0.490	-0.154	0.881
Permission	-0.429	0.415	-1.033	0.329
Production	-0.252	0.289	-0.873	0.405
People development	0.328	0.514	0.638	0.539
Pinnacle	-0.092	0.280	-0.327	0.751

$R^2 = 0.133$

F – Value = 0.275

Probability = 0.915^{ns}

^{ns} = Not Significant.

Exhibit by the Principals on Production

Table 21 examines the influence of principal leadership practices on the grit exhibited by teachers, specifically regarding production. The results indicate that none of the leadership practices significantly affect teachers' production, as all p-values are greater than 0.05 (position $p = 0.354$, permission $p = 0.443$, production $p = 0.890$, people development $p = 0.583$, and pinnacle $p = 0.714$). This suggests that the leadership practices measured do not have a significant impact on how productive teachers are in their work. The coefficient values also support this conclusion, showing very small or negligible effects. The R^2 value of 0.244 means that only 24.4% of the variation in teachers' production can be explained by these leadership practices.

Furthermore, the F-value of 0.581 ($p = 0.715$) indicates that the overall model is not statistically significant, pointing to the possibility that other factors outside of leadership practices play a more substantial role in influencing teachers' productivity.

A similar study by Baloglu and Kırııcı (2023) investigated the role of leadership in enhancing teacher performance and productivity, finding that while certain leadership styles might encourage teacher performance, they do not always significantly influence teachers' productivity in measurable ways. This aligns with the findings in Table 20, which show that leadership practices have little impact on teachers' production.

Table 21. Influence of the leadership exhibit by the principals on the grit exhibit by the teachers regarding Production.

Leadership Practices	Coef. β	Std. Error	t – value	Probability
(Constants)	4.240	2.970	1.428	0.187
Position	0.509	0.521	0.977	0.354

Permission	-0.354	0.442	-0.803	0.443
Production	0.044	0.307	0.142	0.890
People development	-0.311	0.546	-0.570	0.583
Pinnacle	0.113	0.298	0.379	0.714

$R^2 = 0.244$ $F - \text{Value} = 0.581$

Probability = 0.715^{ns} ^{ns} = Not Significant.

Leadership Exhibit by the Principals on Commitment

Table 22 shows the influence of various leadership practices exhibited by principals on teachers' commitment, which is a dimension of grit. The results indicate that permission ($p = 0.041$) is the only leadership practice with a statistically significant effect on teachers' commitment at the 5% significance level, as the p-value is less than 0.05. Specifically, the coefficient for permission is -0.983, indicating a negative relationship with teachers' commitment, which suggests that as principals provide more permission, teachers' commitment decreases.

Other leadership practices, including position ($p = 0.346$), production ($p = 0.248$), people development ($p = 0.436$), and pinnacle ($p = 0.417$), do not show a significant effect on teachers' commitment, as their p-values are above 0.05. The R^2 value of 0.486 indicates that about 48.6% of the variance in teachers' commitment is explained by the leadership practices, and the F-value of 1.903 with a probability of 0.049 shows that the overall model is statistically significant. Thus, while the overall leadership practices explain a considerable portion of the variance, only permission stands out as a significant predictor of teachers' commitment.

A study by Hammad, Polatcan, and Morad (2024) in Egyptian schools found that teacher leadership positively impacts teacher commitment through collective efficacy, highlighting the importance of leadership at all levels. Additionally, research by Ludigo, Mugizi, and Barigayomwe (2023) in Uganda revealed that directive and supportive leadership behaviors significantly enhance teacher commitment, while participative behaviors showed a negative, albeit insignificant, effect.

Table 22. Influence of the leadership exhibit by the principals on the grit exhibit by the teachers regarding **Commitment**.

Leadership Practices	Coef. β	Std. Error	Probability	t – value
(Constants)	7.062	2.939	0.040	2.403
Position	0.513	0.516	0.346	0.994
Permission	-0.983	0.437	0.041*	-2.249
Production	-0.376	0.304	0.248	-1.236
People development	0.441	0.541	0.436	0.816
Pinnacle	-0.251	0.295	0.417	-0.852

$R^2 = 0.486$ $F - \text{Value} = 1.903$

Probability = 0.049* * = Significant at 5% level.

Relationship of the Leadership Practices Exhibited by the Principals and Professional Engagement of the Teachers

Table 23 illustrates the correlations between principals' leadership practices and teachers' professional engagement across various activities. The findings indicate that **Production** and **Pinnacle** leadership practices are significantly associated with certain professional engagement activities, including online courses, webinars/seminars, mentoring, books/e-books, social media, graduate programs, and conferences. The data reveals that Position and Permission show no significant correlations with any professional engagement activities.

Specifically, **Production** is positively correlated with online courses ($r = 0.543$, $p = 0.036$) and negatively correlated with books/e-books ($r = -0.598$, $p = 0.019$). Similarly, **Pinnacle** shows positive correlations with online courses ($r = 0.630$, $p = 0.012$) and graduate programs ($r = 0.454$, $p = 0.050$), and a negative correlation with books/e-books ($r = -0.502$, $p = 0.048$).

On the whole, Production and Pinnacle leadership practices are the most strongly associated with teachers' professional engagement, particularly in activities that involve formal learning and development.

A study by Er (2021) examined the influence of learning-centered leadership on teacher practices, highlighting the mediating roles of teachers' beliefs and professional learning. The research found that leadership practices significantly impact teachers' instructional practices, with teachers' beliefs and professional learning serving as mediators. This underscores the importance of leadership in shaping teachers' professional engagement and development.

Table 23. Correlation matrix showing the relationship of the leadership exhibit by the principals and the professional engagement of the teachers.

<i>Spearman Rho</i>								
Leadership Practices		Online course	Webinars/Seminars	Mentoring	Books/E-Books	Social Media	Grad. Prog.	Conferences
Position	Cor. Coef.	0.015	-0.133	-0.056	0.176	0.129	-0.085	0.053
	Probability	0.956	0.636	0.844	0.531	0.646	0.763	0.852
Permission	Cor. Coef.	-0.103	0.170	0.047	0.026	-0.185	-0.066	-0.030
	Probability	0.715	0.545	0.867	0.926	0.510	0.816	0.914
Production	Cor. Coef.	0.543*	-0.149	-0.598*	-0.241	0.334	0.415	0.095
	Probability	0.036	0.597	0.019	0.387	0.224	0.124	0.736
People Devt.	Cor. Coef.	0.437	-0.112	-0.434	0.063	0.272	0.387	0.289
	Probability	0.103	0.692	0.106	0.824	0.326	0.155	0.297
Pinnacle	Cor. Coef.	0.630*	-0.107	-0.502*	-0.034	0.261	0.454*	0.223
	Probability	0.012	0.705	0.048	0.905	0.347	0.050	0.423

**.Correlation is significant at the 0.01 level.

*.Correlation is significant at the 0.05 level.

Influence of the Leadership Exhibited by the Principals on the Professional Engagement of the Teachers

Leadership Practices Exhibited by the Principals on Online Courses

Table 24 examines how principals' leadership practices influence teachers' professional engagement in online courses. The results show that Pinnacle leadership has a statistically significant positive impact on online course engagement (coef. $\beta = 0.525$, $p = 0.050$), suggesting that principals with high levels of leadership foster more engagement in online learning.

Other practices, such as Position, Permission, Production, and People Development, have no significant effects on online course engagement, with p-values greater than 0.05. The R^2 value of 0.608 indicates that 60.8% of the variance in teachers' online course engagement is explained by leadership practices, and the overall model is significant at the 5% level ($F = 2.794$, $p = 0.044$).

This finding aligns with research by Kareem et al. (2023), which found that transformational leadership positively influences teachers' commitment to various aspects of their profession, including professional development activities.

Table 24. Influence of the leadership practices exhibited by the principals on the teachers' professional engagement on **Online Courses**.

Leadership Practices	Coef. β	Std. Error	t – value	Probability
(Constants)	1.687	2.440	0.691	0.507
Position	-0.022	0.428	-0.052	0.960
Permission	-0.203	0.363	-0.561	0.589
Production	0.232	0.252	0.921	0.381
People development	-0.375	0.449	-0.834	0.426
Pinnacle	0.525	0.245	2.147	0.050*

$R^2 = 0.608$

F – Value = 2.794

Probability = 0.044*

* = Significant at 5% level.

Leadership Practices Exhibited by the Principals on Webinars/Seminars

Table 25 shows the influence of principals' leadership practices on teachers' professional engagement in webinars/seminars. The results indicate that none of the leadership practices have a significant impact on teachers' participation in webinars/seminars, as all the p-values are greater than 0.05. Specifically, Position ($p = 0.610$), Permission ($p = 0.370$), Production ($p = 0.967$), People Development ($p = 0.764$), and Pinnacle ($p = 0.887$) all have p-values higher than the threshold for statistical significance. This suggests that these leadership practices, as exhibited by the principals, do not significantly influence teachers' professional engagement in webinars/seminars.

The R^2 value of 0.133 indicates that only 13.3% of the variance in webinar/seminar engagement is explained by the leadership practices, and the overall F-value of 0.277 ($p = 0.915$) confirms that the model is not statistically significant. Shal et al. (2025), found that teachers highly value webinars for professional development, suggesting that factors other than leadership practices may play a more pivotal role in influencing teachers' participation in such activities.

Table 25. Influence of the leadership practices exhibited by the principals on the teachers' professional engagement on **Webinars/Seminars**.

Leadership Practices	Coef. β	Std. Error	t – value	Probability
(Constants)	3.492	3.480	1.003	0.342
Position	-0.322	0.611	-0.528	0.610
Permission	0.488	0.517	0.944	0.370
Production	0.015	0.360	0.042	0.967
People development	-0.198	0.640	-0.309	0.764
Pinnacle	0.051	0.349	0.146	0.887

$R^2 = 0.133$

F – Value = 0.277

Probability = 0.915^{ns}

^{ns} = Not Significant.

Leadership Practices Exhibited by the Principals on Mentoring

Table 26 shows the influence of principals' leadership practices on teachers' professional engagement in mentoring activities. The results reveal that none of the leadership practices—Position, Permission, Production, People Development, and Pinnacle—significantly affect mentoring engagement, as all p-values exceed 0.05. Although the constant is close to significance ($p = 0.063$), the overall model is not statistically significant ($F = 1.379$, $p = 0.318$) and explains only 43.4% of the variance ($R^2 = 0.434$). This suggests that other factors beyond school leadership may be influencing teachers' involvement in mentoring. Wilkinson (2024), noted that educator functions as facilitator were often extrinsically motivated due to their school's participation in initial and early career teacher provision, rather than as a direct result of leadership practices.

Table 26. Influence of the leadership practices exhibited by the principals on the teachers' professional engagement on **Mentoring**.

Leadership Practices	Coef. β	Std. Error	t – value	Probability
(Constants)	4.323	2.039	2.120	0.063
Position	-0.024	0.358	-0.068	0.947
Permission	0.094	0.303	0.309	0.764
Production	-0.235	0.211	-1.113	0.295
People development	0.117	0.375	0.312	0.762
Pinnacle	-0.174	0.204	-0.850	0.418

$R^2 = 0.434$

F – Value = 1.379

Probability = 0.318^{ns}

^{ns} = Not Significant.

Leadership Exhibit by the Principals on Books/E-Books

Table 27 illustrates the influence of principals' leadership practices on teachers' professional engagement with books and e-books as learning resources. The results indicate that none of the leadership practices—including Position, Permission, Production, People Development, and Pinnacle—have a statistically significant effect, as all p-values exceed 0.05. While People Development shows a relatively higher coefficient ($\beta = 0.543$) and comes closer

to significance ($p = 0.147$), it still does not meet the threshold. The overall model is not significant ($F = 0.786$, $p = 0.585$), and the R^2 value of 0.304 suggests that only 30.4% of the variance in engagement with books/e-books is explained by the leadership variables.

Philipsen et al. (2019), emphasized that teachers' use of self-directed learning resources, such as books and e-books, as primarily influenced by personal motivation and contextual support, rather than direct leadership practices. Their review of professional development in digital learning environments found that while leadership plays a background role, self-motivation and resource accessibility are stronger drivers of engagement.

Table 27. Influence of the leadership practices exhibited by the principals on the teachers' professional engagement on **Books/E-books**.

Leadership Practices	Coef. β	Std. Error	t – value	Probability
(Constants)	5.956	1.861	3.200	0.011
Position	-0.051	0.327	-0.156	0.880
Permission	-0.346	0.277	-1.250	0.243
Production	-0.331	0.192	-1.721	0.119
People development	0.543	0.342	1.585	0.147
Pinnacle	-0.209	0.187	-1.121	0.291

$R^2 = 0.304$

F – Value = 0.786

Probability = 0.585^{ns}

^{ns} = Not Significant.

Leadership Practices Exhibited by the Principals on Social Media

Table 28 examines the influence of principals' leadership practices on teachers' professional engagement on social media. The results show that none of the leadership practices—Position, Permission, Production, People Development, and Pinnacle—have a statistically significant impact on social media engagement, with all p-values exceeding the threshold of 0.05. While the constant term is significant ($p = 0.030$), indicating that other factors may explain engagement with social media, the leadership practices themselves do not significantly predict this engagement. The model as a whole is not significant ($F = 1.026$, $p = 0.457$), and the R^2 value of 0.363 suggests that 36.3% of the variance in teachers' social media engagement is explained by the leadership practices, leaving much of the variance unexplained.

Table 28. Influence of the leadership practices exhibited by the principals on the teachers' professional engagement on **Social Media**.

Leadership Practices	Coef. β	Std. Error	t – value	Probability
(Constants)	5.457	2.126	2.566	0.030
Position	-0.355	0.373	-0.950	0.367
Permission	-0.240	0.316	-0.760	0.466
Production	-0.039	0.220	-0.177	0.864
People development	0.245	0.391	0.627	0.546
Pinnacle	0.077	0.213	0.363	0.725

$R^2 = 0.363$

F – Value = 1.026

Probability = 0.457^{ns}

^{ns} = Not Significant.

Leadership Practices Exhibited by the Principals on Graduate Program

Table 29 investigates the influence of principals' leadership practices on teachers' professional engagement in graduate programs. The results indicate that People Development has a statistically significant effect ($\beta = 0.484$, $p = 0.050$), suggesting that leadership practices focusing on developing people may encourage teachers to pursue graduate programs. However, other leadership practices, including Position, Permission, Production, and Pinnacle, show no significant influence, with p-values greater than 0.05. The overall model is not significant ($F = 0.907$, $p = 0.517$), and the R^2 value of 0.335 suggests that only 33.5% of the variance in engagement with graduate programs is explained by the leadership variables.

Table 29. Influence of the leadership practices exhibited by the principals on the teachers' professional engagement on **Graduate Program**.

Leadership Practices	Coef. β	Std. Error	t – value	Probability
(Constants)	6.034	1.402	4.303	0.002
Position	-0.213	0.246	-0.866	0.409
Permission	-0.317	0.208	-1.522	0.162
Production	-0.216	0.145	-1.489	0.171
People development	0.484	0.258	1.877	0.050*
Pinnacle	-0.137	0.141	-0.974	0.355

$R^2 = 0.335$ F – Value = 0.907

Probability = 0.517^{ns} ^{ns} = Not Significant.

Leadership Practices Exhibited by the Principals on Conferences

Table 30 presents the influence of principals' leadership practices on teachers' professional engagement in conferences. The results show that none of the leadership practices—Position, Permission, Production, People Development, and Pinnacle—have a significant impact on conference participation, as all p-values are greater than 0.05.

The constant term is not significant ($p = 0.141$), and the model as a whole is not significant ($F = 0.653$, $p = 0.667$). The R^2 value of 0.226 indicates that only 22.6% of the variance in teachers' engagement in conferences is explained by the leadership practices, suggesting that other factors might be more influential.

Table 30 Influence of the leadership exhibit by the principals on the teachers' professional engagement on **conferences**.

Leadership Practices	Coef. β	Std. Error	t – value	Probability
(Constants)	4.363	2.703	1.614	0.141
Position	0.154	0.474	0.324	0.753
Permission	-0.527	0.402	-1.312	0.222
Production	-0.005	0.279	-0.018	0.986
People development	0.323	0.497	0.650	0.532
Pinnacle	-0.064	0.271	-0.235	0.819

$R^2 = 0.226$ F – Value = 0.653

Probability = 0.667^{ns} ^{ns} = Not Significant.

STUDY 2: What intervention program or plan can be implemented based on the results gained?

INTERVENTION PLAN: ELEVATING PRODUCTION AND PINNACLE LEADERSHIP AMONG PRINCIPALS IN KABACAN

PHASE 1: NEEDS ASSESSMENT

PURPOSE	Profile current Production and Pinnacle practices of the 10 principals in Kabacan West & South.
OUTPUT	District-level leadership scorecards; Consolidated Report highlighting the gap
TIMELINE	Weeks 1-3
LEAD	Curriculum & Instruction Division, District Supervisors, PTA members

PHASE 2: INTERVENTION STRATEGIES

PURPOSE	A. DISTRICT LEADERSHIP BOOT CAMP B. PEER-MENTORING TRIADS C. LEADERSHIP TRAINING WORKSHOPS
OUTPUT	Workshop decks, attendance, reflections; re-echo trainings
TIMELINE	Weeks 4-20
LEAD	Training provider, Principals, PD Coordinators

PHASE 3: EVALUATION

PURPOSE	Formative Checks, Summative Review
OUTPUT	Progress Dashboards per school, Division Reports
TIMELINE	After 20 weeks
LEAD	Division Research & M&E Unit

INTERVENTION PLAN

Based on the findings of the study, an intervention program has been designed specifically an Activity Design to improve leadership practices, increase teacher grit, and enhance professional engagement. The results revealed key insights into the leadership practices of principals (based on Maxwell's theory) and the levels of grit and professional engagement among teachers, which have informed the following plan.

1. STRENGTHENING LEADERSHIP PRACTICES

- **Production and Pinnacle Leadership Development:** Since these areas were found to have a strong positive effect on professional engagement, it is crucial to enhance principals' abilities to motivate teachers effectively (Production) and inspire lasting, visionary leadership (Pinnacle).

ACTIVITY DESIGN

PROGRAM TITLE: Empowering Leadership for Excellence: Production & Pinnacle Leadership Development Among Principals in Kabacan

PROGRAM OBJECTIVES: To enhance principals' leadership abilities in motivating teachers (Production) and inspiring visionary leadership (Pinnacle) to create a high-performance culture and foster long-term commitment to educational excellence.

TARGET AUDIENCE: Principals and School Leaders within Kabacan, North Cotabato

ACTIVITY OVERVIEW: This activity will focus on both **Production** leadership (results-oriented leadership) and **Pinnacle** leadership (visionary leadership), aiming to equip principals with strategies to inspire and engage teachers, cultivate a shared vision, and drive a culture of excellence. Participants will engage in discussions, role-play, action planning, and group activities designed to foster practical skills and strategies for motivating teachers and inspiring long-term professional growth.

MATERIALS NEEDED:

- Flip charts & markers
- Projector and presentation materials
- Handouts for group discussions
- Leadership assessment tools
- Case studies on successful schools with strong Production and Pinnacle leadership
- Evaluation forms

PROGRAM DURATION: 3 days (8 hours per day)

- **Day 1:** 8 hours – Introduction to Maxwell's Leadership Theory, Focus on Production Leadership
- **Day 2:** 8 hours – Focus on Pinnacle Leadership, Action Planning, and Implementation Strategies
- **DAY 3- WORKSHOP (APPLICATION OF KNOWLEDGE GAINED)**

PROGRAM PHASE:**DAY 1: INTRODUCTION TO PRODUCTION LEADERSHIP (RESULTS-ORIENTED LEADERSHIP)**

- **Session 1: Understanding Production Leadership**
 - Define and explore **Production** leadership.
 - Discuss the importance of results-oriented leadership in driving school performance.
 - Case studies on effective results-driven principals.
 - Group discussion on how to set clear goals and high expectations.
- **Session 2: Motivating Teachers to Achieve High Standards**
 - Techniques for motivating teachers to meet performance expectations.
 - Role-play exercises: Providing feedback and encouragement.
 - Action Planning: Developing strategies to create a culture of excellence.

DAY 2: CULTIVATING PINNACLE LEADERSHIP (VISIONARY LEADERSHIP)

- **Session 3: Introduction to Pinnacle Leadership**
 - Define and explore **Pinnacle** leadership.
 - Discuss the impact of visionary leadership on long-term teacher engagement and student outcomes.
 - Inspirational leadership qualities: Setting a clear vision, building trust, and inspiring others.
- **Session 4: Inspiring Teachers to Develop a Shared Vision**
 - Strategies for involving teachers in the vision-building process.
 - Case studies of visionary leadership in schools.
 - Group exercise: Creating a shared vision for the school's future.

DAY 3: PRACTICAL APPLICATION AND INTEGRATION

- **Session 5: Merging Production and Pinnacle Leadership**
 - Discuss how to balance results-driven leadership with visionary leadership.
 - Hands-on activity: Developing a leadership action plan that integrates both **Production** and **Pinnacle** leadership.
- **Session 6: Creating an Action Plan**
 - Work with mentors to draft specific action plans that include both short-term and long-term goals for enhancing school leadership practices.
 - Peer feedback session: Principals share their action plans with the group for constructive feedback.
- **Session 7: Monitoring and Evaluation**
 - Techniques for evaluating the success of leadership practices in the school.
 - Develop systems to ensure continuous monitoring and improvement of leadership practices over time.

EXPECTED OUTCOMES:

- Principals will be equipped with practical tools and strategies to improve their **Production** (motivating teachers to meet performance expectations) and **Pinnacle** (creating and inspiring a shared, visionary future for the school) leadership skills.
- Participants will create actionable leadership plans that incorporate both results-oriented and visionary leadership to enhance teacher engagement and school performance.
- The school leadership teams will be able to better support teachers, align efforts toward common goals, and develop a positive school culture focused on continuous improvement.

MONITORING AND EVALUATION:

- **Pre-Assessment:** Measure the current level of **Production** and **Pinnacle** leadership among participants.

- **Post-Assessment:** Evaluate participants' knowledge and application of **Production** and **Pinnacle** leadership after the workshop.
- **Ongoing Evaluation:** Set monthly check-ins to assess the implementation of action plans, with feedback from teachers and school staff.
- **Final Evaluation:** A follow-up session will be conducted three months after the workshop to assess the long-term impact of the training on leadership practices and teacher engagement

KEY PRACTICES:

- **Active Engagement:** Participants will be encouraged to actively engage through group discussions, role-plays, and action planning.
- **Reflection and Feedback:** Constant opportunities for reflection and peer feedback will ensure that principals leave with actionable knowledge.
- **Collaborative Visioning:** Emphasis on creating a shared vision among leadership and teachers to ensure alignment and commitment to the school goal.

Conclusion

This study investigated the relationship between principals' leadership practices and teachers' grit and professional engagement in selected elementary schools within Kabacan South District and Kabacan West District. The research utilized Maxwell's Leadership Framework to assess five leadership levels (Position, Permission, Production, People Development, and Pinnacle) and measured teachers' grit (perseverance and passion) and professional engagement across various activities. The findings suggest that while teachers generally perceive their principals as exhibiting leadership qualities, there are variations across different levels.

Based on the results of the study, it can be concluded that teachers highly respected their principals' authority based on position, but they also valued their efforts to build relationships and create a positive school climate (Permission). While principals were perceived as effective in leading by example and celebrating achievements (Production), there was room for improvement in directly motivating teachers through a more visible and consistent commitment to enhancing school performance. Teachers felt encouraged by their principals' efforts to provide opportunities for professional development and skill enhancement (People Development), but they felt that mentorship, coaching, and career advancement opportunities could be further strengthened. Lastly, while teachers felt inspired and motivated by their principals' leadership (Pinnacle), they felt that there was potential for greater empowerment to take initiative and for their principals to create a more lasting legacy that extends beyond the school into the broader education community.

Furthermore, teachers demonstrated a high level of perseverance and passion for their teaching careers, exhibiting resilience, dedication, and commitment to overcoming challenges. Regarding professional engagement, teachers were moderately engaged in various activities, such as webinars/seminars, mentoring, books/e-books, social media, graduate programs, and conferences. However, their engagement in online courses was relatively low, possibly due to a preference for traditional professional development methods or challenges such as limited access to technology, time constraints, and a lack of institutional support for online learning.

The study also examined the relationship between principals' leadership practices and teachers' grit and professional engagement. The results indicated that Permission was the only leadership practice with a statistically significant effect on teachers' commitment, suggesting that as principals provide more permission, teachers' commitment decreases. Production and Pinnacle leadership practices were the most strongly associated with teachers' professional engagement, particularly in activities that involve formal learning and development.

Recommendations

Based on these findings, the study recommends the following:

1. **Enhance Leadership Practices.** Principals shall focus on strengthening their leadership practices, particularly in the areas of Production and Pinnacle, to enhance teachers' professional engagement and development. This could involve providing more opportunities for teachers to take initiative, contribute to positive change, and create a lasting legacy that extends beyond the school.
2. **Improve Online Professional Development.** Principals shall consider offering more support and resources for teachers to engage in online professional development, such as providing access to technology, time allocation, and training on how to use online platforms effectively.
3. **Prioritize Mentorship and Career Advancement.** Furthermore, the study suggests that principals shall prioritize mentorship, coaching, and career advancement opportunities for teachers to foster a more supportive and collaborative learning environment. This could involve developing structured mentoring programs, providing regular coaching sessions, and establishing clear pathways for career progression within the school system.
4. **Encourage further research on this study.** The study suggests that future study is needed to go along the complex interplay between leadership practices, teacher grit, and professional engagement, taking into account individual and contextual factors that may influence these relationships. This could involve investigating the role of school culture, teacher demographics, and community resources in shaping teachers'

motivation, engagement, and overall well-being. By understanding these factors, educators can develop more effective strategies to support teachers and enhance the quality of education in North Cotabato and beyond.

5. **Build the study for future research.** Future researchers should utilize this study as a foundational stepping stone for their own investigations into the complex relationship between leadership, teacher grit, and professional engagement. This study provides a comprehensive analysis of these factors within a specific context, offering valuable insights into the perceptions of teachers and the influence of leadership practices on their motivation and engagement. By building upon the findings of this study, future researchers can explore the generalizability of these relationships across different contexts, delve deeper into the underlying mechanisms that drive teacher engagement, and investigate the long-term impact of leadership practices on teacher motivation, retention, and student outcomes.

Acknowledgement

First and foremost, I would like to express my deepest gratitude to Allah, the Almighty, for granting me the strength, wisdom, and perseverance to complete this research endeavor. I am sincerely thankful to my thesis adviser, **Dr. Salahudin D. Sulaiman, Ed.D.**, for his invaluable guidance, constant support, and constructive feedback throughout the conduct of this study. His patience, encouragement, and expertise have been instrumental in shaping this research to its final form. My heartfelt appreciation also goes to **Engr. Ali K. Dilangalen, PhD.**, the statistician of this study, for his technical expertise and assistance in ensuring the validity and reliability of the data analysis. I wish to extend my sincere thanks to the esteemed members of the Advisory Committee, who also served as English Critic, **Shefraida M. Moreno, EdD.**, and **Husna T. Lumapenet, EdD.**, for their thoughtful insights, recommendations, and time devoted to reviewing and refining this work and for ensuring the clarity and quality of the language used in this manuscript. My deepest appreciation goes to **Lumina D. Cabilo, Ed.D.**, Dean of the Graduate School, for her leadership and support that provided the academic environment necessary to complete this research. I am profoundly grateful to my friends, colleagues, and family who have always been a source of strength, encouragement, and inspiration during the ups and downs of this journey. Heartfelt appreciation is also extended to those whose quiet presence and steadfast understanding provided strength during the most demanding times. To the respondents who generously shared their time, experiences, and insights — this study would not have been possible without your participation and cooperation. Finally, I extend my sincere gratitude to all the authors and researchers whose works served as valuable references in the development of this study. Their contributions to the field greatly enriched this research. This accomplishment is a testament to the collective support, knowledge, and inspiration of everyone mentioned. Thank you for being part of this journey.

Author's Biography

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His teaching career has been marked by his service at several academic institutions. He is presently an Instructor I at Davao Del Sur State College. Prior to this, he held instructional roles at the University of Southern Mindanao and at Cotabato Foundation College of Science and Technology – Datu Montawal Extension Unit, where he served from 2020 to 2024. His qualifications are further strengthened by his National Certificate II in Computer Systems Servicing obtained from Southern Christian College in 2020.

Rooted in strong Islamic values and a passion for education, the author continues to contribute meaningfully to the academic community, inspiring students and colleagues alike with his commitment to excellence.

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