

Research Instrument No. 1 Multifactor Leadership Questionnaire

Name: *(optional)* _____

School: _____

This questionnaire is part of the research study entitled: "**Effect of Leadership Styles of School Heads on the Mental Health Status and Job Performance of Elementary School Teachers in the Division of Lucena City.**"

The primary objective of this study is to examine how the leadership styles of school heads influence the mental well-being and job performance of teachers. Your honest responses will provide valuable data to better understand these relationships and help improve school leadership and support systems for educators.

Please be assured that all information you provide will be treated with the strictest confidentiality and will be used solely for academic and research purposes. Your identity will not be disclosed in any part of the study or published findings.

Instructions:

- Carefully read each statement below.
- Rate each item based on your actual experience and current practice using the scale provided. Tick the rating that corresponds to your answer.
- There are no right or wrong answers. Please answer truthfully and objectively.
- Use the scale below.

5- Always Practiced (Strongly evident in leadership behavior, consistently applied in various situations.)

4- Frequently Practiced (Often observed in leadership actions, though not in all instances.)

3- Occasionally Practiced (Evident but not regularly demonstrated in leadership.)

2- Rarely Practiced (Seldom applied, only seen in specific or isolated cases.)

1- Never Practiced (Not observed at all in leadership behavior.)

Statements	Rating				
	1	2	3	4	5
1. The leader inspires the team by creating a vision for the future that excites and motivates them.					
2. The leader focuses on maintaining the status quo and efficient performance.					
3. The leader has a magnetic personality that attracts and inspires followers.					
4. The leader makes all major decisions without seeking input from others.					
5. The leader encourages input and feedback from the team before making decisions.					
6. The leader has a magnetic personality that attracts and inspires followers.					
7. The leader empowers followers by helping them achieve their full potential.					
8. The leader encourages the team members to think creatively and challenge the status quo.					
9. The leader takes corrective action when tasks are not performed according to expectations.					
10. The leader allows the team members to make decisions without my direct involvement.					
11. The leader prefers to make decisions alone rather than collaborating with the team					

12. The leader creates an environment where team members feel their contributions are valued.					
13. The leader relies on my charm and personality to influence others.					
14. The leader prioritizes the well-being and development of others over personal gain.					
15. The leader actively engages with the team to support their personal and professional development.					
16. The leader prefers to resolve problems quickly with practical solutions, rather than focusing on long-term strategic goals.					
17. The leader avoids intervening in team's decisions or actions unless a serious issue arises.					
18. The leader enforces strict rules and expects followers to follow them without question.					
19. The leader fosters a collaborative environment where all team members are encouraged to share their opinions.					
20. The leader creates an inspiring environment that fosters high performance.					
21. The leader is focused on serving the needs of the team rather than exerting authority.					
22. The leader show enthusiasm and commitment toward organizational goals and encourage others to do the same.					
23. The leader address issues or problems when they arise, but do not proactively involve my team in decisions.					
24. The leader allows my team members to make decisions without my direct involvement.					
25. The leader focuses on achieving tasks and goals quickly and efficiently, often without consulting my team					
26. The leader makes decisions collectively with the team to ensure everyone's voice is heard.					
27. The leader focuses on being a role model to motivate my team to achieve their potential.					
28. The leader leads by serving and offering guidance rather than commanding.					
29. The leader focus on long-term goals rather than short-term tasks and achievements.					
30. The leader takes a hands-on approach to make sure my team follows established guidelines.					
31. The leader does not provide clear direction but rather allow employees to figure things out themselves.					
32. The leader maintains clear authority and make the final decisions regarding work processes.					
33. The leader believes in shared decision-making to enhance team engagement and satisfaction					
34. The leader strives to be a charismatic leader by demonstrating confidence, vision, and passion.					
35. The leader shares power and responsibility with my team to help them achieve their full potential.					

**Research Instrument No. 2
Teachers' Mental Health Questionnaire**

My Name: _____

Date: _____

School: _____

This questionnaire is part of the research study entitled: **"Effect of Leadership Styles of School Heads on the Mental Health Status and Job Performance of Elementary School Teachers in the Division of Lucena City."**

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Instructions:

5- Strongly Agree (The respondent consistently experiences this condition or strongly agrees with the statement.)

4- Agree (The respondent frequently experiences this or generally agrees.)

3- Neutral (The respondent shows a balanced or uncertain response.)

2- Disagree (The respondent seldom experiences this or disagrees.)

1- Strongly Disagree (The respondent rarely or never experiences this.)

	Rating				
	5	4	3	2	1
I. Stress Level Assessment					
1. I find it difficult to relax after work.					
2. I feel calm and in control while at work.					
3. I feel overwhelmed by my workload.					
4. I feel supported by my school administration.					
5. I often take work-related stress home with me.					
6. I feel emotionally drained at the end of the workday.					
7. I am expected to do too many tasks in too little time.					
8. My stress negatively affects my interactions with students.					
9. I have frequent headaches, fatigue, or tension related to work.					
10. I feel that I have little control over decisions that affect my job.					
II. Emotional Well-being					
11. I feel burned out from teaching.					
12. I often feel emotionally exhausted.					
13. I feel generally happy and content.					

14. I feel appreciated for the work I do.					
15. I feel motivated and engaged at work.					
16. I feel emotionally stable and resilient.					
17. I find joy in connecting with my students.					
18. I experience mood swings related to work stress.					
19. I frequently feel anxious about my teaching responsibilities.					
20. I have trouble sleeping due to work-related thoughts.					
III. Work-Life Balance					
21. I can take time off work without guilt or pressure.					
22. I sacrifice sleep or personal care to meet work demands					
23. I feel that my personal life and work life are in harmony.					
24. I feel well-rested and energized during the workweek.					
25. My teaching job interferes with my home or family life					
26. I have time to enjoy personal activities outside of work.					
27. I often bring work home and work during evenings or weekends.					
28. My personal relationships are negatively impacted by work stress.					
29. I can maintain healthy habits (e.g., exercise, meals, sleep) despite my workload.					
30. I am satisfied with how I balance my professional and personal responsibilities.					

Research Instrument No. 3.1
Teachers' Level of Job Performance Questionnaire (School Head)

Name: *(optional)* _____

School: _____

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Instructions:

- Carefully read each statement below.
- Rate each item based on your actual experience and current practice using the scale provided. Tick the rating that corresponds to your answer.
- There are no right or wrong answers. Please answer truthfully and objectively.

- 5- **Outstanding** (The teacher's performance is consistently exceptional and exceeds expectations in all areas.)
 4- **Very Satisfactory** (The teacher's performance is strong and frequently meets or exceeds standards.)
 3- **Satisfactory** (The teacher's performance meets the required standards with minor areas for improvement.)
 2- **Needs Improvement** (The teacher's performance is below expectations and needs improvement.)
 1- **Unsatisfactory** (The teacher's performance is significantly below standards and requires immediate support.)

Teacher's Performance Indicator	Rating				
	5	4	3	2	1
I. Instructional Competence					
1. The teacher sets clear learning objectives aligned with curriculum standards.					
2. The teacher designs and implements learner-centered, inclusive, and differentiated instruction.					
3. The teacher applies appropriate content knowledge, pedagogy, and integrates technology in teaching.					
4. The teacher uses varied assessment tools to monitor progress and adjust instruction accordingly.					
5. The teacher provides timely feedback, remediation, and enrichment based on learners' needs.					
II. Classroom Management					
6. The teacher maintains a safe, clean, and inclusive classroom where respect and discipline are promoted.					

7. The teacher establishes and consistently enforces clear rules and routines.					
8. The teacher manages students' behavior effectively to minimize disruptions and maintain order.					
9. The teacher implements school policies fairly and consistently.					
III. Professionalism and Ethical Conduct					
10. The teacher demonstrates integrity, professionalism, and ethical behavior in all duties.					
11. The teacher complies with school rules, regulations, and reporting requirements.					
12. The teacher maintains professional appearance, punctuality, and responsibility in all school functions.					
13. The teacher contributes actively to school programs and community initiatives.					
IV. Collaboration and Communication					
14. The teacher communicates regularly and effectively with parents/guardians about student progress.					
15. The teacher collaborates with colleagues to improve instruction and student outcomes.					
16. The teacher seeks and applies feedback from peers and school leaders.					
17. The teacher participates in LACs and fosters a positive working environment.					
V. Commitment to Continuous Learning					
18. The teacher sets professional development goals and pursues relevant training opportunities.					
19. The teacher applies new knowledge and skills to enhance teaching effectiveness.					
20. The teacher reflects on teaching practices for continuous improvement.					
21. The teacher mentors or supports fellow teachers when appropriate.					
VI. Learner Outcomes and Support					
22. The teacher tracks learner progress and addresses learning gaps proactively.					
23. The teacher encourages learner motivation, participation, and values formation.					
24. The teacher provides remediation or enrichment based on individual learner needs.					
25. The teacher recognizes and celebrates student achievements and efforts.					

Research Instrument No. 3.2
Teachers' Level of Job Performance Questionnaire (Teacher)

Name: *(optional)* _____

School: _____

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4- **Very Satisfactory** (The teacher's performance is strong and frequently meets or exceeds standards.)

3- **Satisfactory** (The teacher's performance meets the required standards with minor areas for improvement.)

2- **Needs Improvement** (The teacher's performance is below expectations and needs improvement.)

2- **Unsatisfactory** (The teacher's performance is significantly below standards and requires immediate support.)

Teacher's Performance Indicator	Rating				
	5	4	3	2	1
I. Instructional Competence					
1. I set clear learning objectives aligned with curriculum standards.					
2. I design and implements learner-centered, inclusive, and differentiated instruction.					
3. I apply appropriate content knowledge, pedagogy, and integrates technology in teaching.					
4. I use varied assessment tools to monitor progress and adjust instruction accordingly.					
5. I provide timely feedback, remediation, and enrichment based on learners' needs.					
II. Classroom Management					

6. I maintain a safe, clean, and inclusive classroom where respect and discipline are promoted.					
7. I establish and consistently enforces clear rules and routines.					
8. I manage students' behavior effectively to minimize disruptions and maintain order.					
9. I implement school policies fairly and consistently.					
III. Professionalism and Ethical Conduct					
10. I demonstrate integrity, professionalism, and ethical behavior in all duties.					
11. I comply with school rules, regulations, and reporting requirements.					
12. I maintain professional appearance, punctuality, and responsibility in all school functions.					
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