

Supervisory Behavioral Attitudes and Leadership Inclination of Elementary School Teachers in Jolo Districts: Influence to Willingness to Accept Related Job Opportunities

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supervisory, leadership influence, leadership willingness, job opportunities, elementary school teachers, leadership styles, supervisory attitudes

Abstract. This study investigated the relationship between perceived supervisory behavioral attitudes and leadership inclination among 184 elementary school teachers in Jolo Districts. Utilizing a descriptive-correlational research design, data were collected through standardized instruments and analyzed using frequency, percentage, mean, independent samples t-test, One-Way ANOVA, Regression, and Pearson Product-Moment Correlation. The findings revealed that teachers generally perceive their supervisory behavioral attitudes as possessing high potential, categorized as "supervisory material." Notably, no significant differences in these perceptions were found across various demographic profiles. Conversely, leadership inclination exhibited significant variation depending on the level of responsibility. While teachers demonstrated a high willingness for "Extra Level" (collaborative) leadership roles, they were only "Moderately Willing" to accept "High Level" administrative positions. Statistical analysis further indicated that gender and educational attainment significantly influence leadership willingness. Specifically, male teachers and those with advanced graduate units showed a higher inclination toward leadership roles. Crucially, the study found no significant correlation between perceived supervisory attitudes and leadership inclination for the general population. The only exception was among Master of Arts degree holders, where supervisory behavior accounted for 10% of the variance in collaborative leadership willingness. The study concludes that leadership ambition is primarily driven by intrinsic and demographic factors rather than external supervisory modeling. Consequently, it is recommended that the district implement gender-inclusive leadership programs and provide tangible incentives for graduate studies. These strategic interventions are essential to strengthen the district's leadership pipeline and ensure a sustainable transition of qualified educators into administrative and collaborative leadership roles within the Jolo Districts.

Introduction

This study explores the supervisory behavioral attitudes of elementary teachers in Jolo Districts. It will examine how these attitudes influence their leadership inclination willingness and acceptance of related job opportunities. In education, supervisory behavior plays a crucial role in shaping teachers' motivation, job satisfaction, and professional development. Effective supervision not only enhances good teaching performance but also fosters positive leadership quality and openness to career advancement. Understanding the dynamics of supervisory behavioral attitudes of elementary teachers in Jolo districts can provide valuable insights for educational administrators to improve supervisory practices, promote leadership among teachers, and optimize opportunities for career growth opportunities. This is essential for driving the overall quality of education and teacher retention in the district.

The educational system of the Philippines, including remote province like Sulu particularly in Jolo school districts following structured basic education K-12 curriculum which was regulated by the Department of Education (DepEd) consists of kindergarten, six years elementary education, four years junior high school, and two years senior high school.

This educational system aims to provide quality education to all learners while fostering holistic development. In the context of Jolo school districts which are influenced by unique cultural and socio – economic factors, the role of elementary teachers as both educators and potential leaders are vital for community progress and development.

Supervisory behavioral attitudes among elementary teachers scientifically affect their professional performance and motivation (Pluver,1994).

These attitudes shape how teachers perceive leadership roles and their openness to related job opportunities within the education sector. Understanding attitudes of elementary school teachers in Jolo districts is assured to influence inclination towards leadership acceptance of job opportunities related to their field.

The findings of this study aim to provide insights for educational administrators and policymakers to refine supervisory practices and leadership development programs tailored to the district's needs. Ultimately, this contributes to capacity building among teacher, fostering educational quality, and sustaining teacher motivation and retention in Jolo School Districts. Hence, this study is timely to be conducted to assess the supervisory behavioral attitudes of teachers in Jolo districts and its influence on leadership inclination towards related job opportunities.

Moreover, teachers' willingness to accept related job opportunities such as leadership roles, committee assignments, districts tasks, or additional responsibilities -may be influenced by how they perceive supervisory support and relational dynamics. In geographically and culturally distinct like those in Jolo, understanding these dynamics becomes even more significant. Opportunities for professional advancement and expanded roles can enhance teachers' competence, confidence, and long- term career development. Despite the recognized importance of supervisory behavior in educational management, limited research has explored the combine relationship between inclination, and their willingness to accept related job opportunities in the context of Jolo Districts. This gap underscores the need for empirical investigation to better understand how these variables interact and influence one another.

Research Questions

Orderliness in educational system requires meaningful supervisory behavioral attitudes of teachers towards supervisory management which develop leadership inclination towards willingness to accept job opportunities. This study is sought to answers the following research problems:

1. What is the demographic profile of the teachers?
2. What is the level of supervisory behavioral attitudes as perceived by the elementary school teachers in Jolo Districts?
3. Is there a variation of these supervisory behavioral attitudes in terms of teachers' profile?
4. To what degree are the teachers' willingness to accept leadership job opportunities?
5. Is there a significant difference of teachers' willingness to accept leadership job opportunities when they are classified according to profile?
6. Is there a significant influence of the supervisory behavioral attitudes on the teachers' willingness to accept leadership job opportunities?
7. Is there a significant difference of the influence of supervisory behavioral attitudes on the teachers' willingness to accept leadership job opportunities when grouped according to profile?

Null Hypotheses

This study tested the following research hypotheses.

1. There is no variation of these supervisory behavioral attitudes in terms of teachers' profile.
2. There is no significant difference of teachers' willingness to accept leadership job opportunities when they are classified according to profile.
3. There is no significant influence of the supervisory behavioral attitudes on the teachers' willingness to accept leadership job opportunities.
4. There is no significant difference of the influence of supervisory behavioral attitudes on the teachers' willingness to accept leadership job opportunities when grouped according to profile.

Theoretical and Conceptual Framework

This study was anchored on several key educational and behavioral theories that will explain how supervisory behavioral attitudes influence elementary school teachers' leadership inclinations and willingness acceptance of related job opportunities.

The theories supportive to this study are supervisory behavior theory, leadership theory, social learning theory and instructional supervision model. These theories bear support to the formulation of the conceptual framework of this study. Supervisory Behavioral Theory: In this theory, educational supervision is viewed as an essential mechanism to improve teaching performance and school quality through coordinated efforts between supervisors and teachers. The behavior of supervisor, characterized by the used of positive reinforcement, by supervisors during instructional supervision and regular feedback sessions. This theory also emphasizes coordination and leadership relations between supervisors and teachers which is very important during supervision processes, influencing teachers' motivation and career decisions.

Social Learning Theory (Bandura (1977): Bandura's Social Learning Theory posits that teachers require attitudes and behaviors by observing and interacting with their supervisors and leaders. Teachers tend to emulate effective leadership qualities and supervisory behaviors they witness, which then influences their own leadership intentions and openness to career advancement opportunities. This theory supports the idea that supervisory behavioral attitudes serve as a model that teachers learn behavioral attitudes from internship and internalize in their professional development.

Instructional Supervision Model: In this model, the supervisory process includes formative observation, assessment, and provide feedback to teachers to enhance instructional skills and foster leadership capacity. This model advocates for a developmental approach, helping teachers identify strengths and weakness, and develop action plans that encourage leadership growth and willingness to accept related job roles.

Methodology

Research Design

This study utilized a descriptive-correlational research design. To examine the relationship between supervisory behavioral attitudes and leadership inclination of elementary school teachers, this design is aligned and sought to utilized. Additionally, the descriptive research design is appropriate when the objective of the study is to systematically describe a phenomenon, situation, or populator as it naturally occurs. According to Jhon W. Creswell, descriptive research identifies trends, attitudes or options of a population by studying a sample of that population. Similarly, Fred N. Kerlinger explained that descriptive studies are concerned with describing and interpreting what exist at present.

Research Environment

The study was conducted in the public elementary schools of Jolo, the capital municipality of Sulu, located in the southeast of the Philippines. Jolo serves as the center of educational, political, and economic activities in the province, making it a significant setting for examining supervisory and leadership practice schools. The Jolo has presently four districts, Jolo I , Jolo II, Jolo III, and Jolo IV. Jolo I District have seven schools, Jolo II has five schools, while Jolo III has nine schools, and Jolo IV has 13 schools. These schools are widely located within Jolo Municipality across its different barangays and town.

Respondents

The respondents of this study were 184 male and female teachers and the school heads in the four Jolo school districts from the total population of 658 elementary schools. These samples were based on their willingness and availability. Jolo I has seven schools with 184 teachers including head teachers and Teacher In - charge, Jolo II has 5 schools with 83 teachers including head teachers and TIC, while Jolo III has 9 schools and 213 teachers including head teachers and TIC, and Jolo IV has 13 schools with 178 teachers including heads and TIC, with a total of 658 teachers in four districts in Jolo.

District	Total Population	Proportional Sample	Percentage
Jolo I	184	51	27.71%
Jolo II	83	23	12.5%
Jolo III	213	60	32.61%
Jolo IV	178	50	27.17%
Total	658	184	100%

Table 1: Frequency and Percentage Distribution of Respondents

Sampling Procedure

Simple random sampling was taken in choosing the respondents. They were chosen according to their willingness and availability to be part of the respondents. In some cases, purposive sampling was also used because the researcher targeted the schools with seemingly to support this research endeavor.

Research Instrument

The instrument in this study was a checklist questionnaire adapted from Robert M. Fulmer (Updated) with slight modification. The questionnaire has been validated by Panel Members. The instrument used has three parts. Part I of it, the respondents were asked to supply and give their personal information such as Gender, Educational Attainment and Years of Experience. Following it, the Part II, respondents were asked to rate their supervisory behavioral attitudes by answering items which structured in a multiple choices type. Lastly, the Part III of it was divided into two categories. Category I, they were asked to rate their willingness to accept high leadership inclination. While, its second category, respondents were asked to rate their willingness to accept extra leadership inclination.

Data Gathering

The gathering of data followed a smooth procedure of implementation. Things were secured first by the researcher with the help of her adviser.

The researcher observed ethical consideration by asking permission from the schools' division superintendent before the launching of the questionnaire. After having permitted, the researcher directly went to schools to inform all the school heads of the various elementary schools in Jolo Districts.

The researcher contacted the respondents personally informing them the schedule of the conduct of the study and give them simple orientation on the purpose and intension of the research. The questionnaire was distributed personally by the researcher and the research assistant. Agreement between the researcher and the respondents was observed to facilitate the smooth implementation of the conduct of the study and its retrieval.

Statistical Treatment

The researcher utilized statistical tools according to the statements of the problem. For the profile of the respondents, frequency and percentage were used to determine normal distribution. To evaluate and list the scores of supervisory behavioral attitudes, frequency and percentage were utilized. For the Likert Data scales, such as determining willingness to accept job opportunities, mean and standard deviation were used. For testing the hypothesis for differences according to gender, t-Test was used. One-way Analysis of Variance (ANOVA) was used to test the hypothesis when group according to educational attainment and length of service. Simple regression was used to test the influence of the independent and prediction variables. Pearson Product Moment Correlation Coefficient and ANOVA were used to support the results of regression to inferentially determine the influence of independent variable to dependent variable, vis-à-vis with the moderating variable.

Furthermore, the following score points descriptions were used in data analysis for supervisory behavioral attitudes of teachers.

When the respondent answered [a] - it is equivalent to 4 points; [b] = 6 points; [c] = 8 points and [d] = 10 points. In interpreting the data, the researcher will sum up the points that represent the scores of the respondents; a total score of 94-100 that means there is no doubt about it – he is supervisory material. Score somewhere between 80-94, he needs to keep working and he will make it. Score 70-80, he tries hard to improve those needs in which he is weak, he should have few problems. Score 65-70, he will really have to fight and overcome the faults that hold him back. Score below 65, he will have to exert more efforts than he has ever spent in his life to make it as a supervisor.

Results and Discussion

Problem 1: Demographic Profile of the Respondents

This study utilizing the demographic profile of the respondents, specifically gender, educational attainment and length of service as moderating variable. The data was analyzed using frequency and percentage as presented on Table 4.1 below.

Demographic Profile	Frequency	Percent
Gender		
Male	50	27.2
Female	134	72.8
Total	184	100.0
Educational Attainment		
With Doctoral Degree	5	2.7
With Doctoral Units	13	7.1
With MA Degree	57	31.0
With MA Units	45	24.5
Baccalaureate Degree	64	34.8
Total	184	100.0
Length of Service		
1-5 Years	45	24.5
6-10 Years	49	26.6
11-15 Years	47	25.5
16-20 Years	21	11.4
21 Years and Above	22	12.0
Total	184	100.0

Table 2. Demographic Profile (Gender, Educational, and Length of Service)

Table 2 presents the demographic profile of the 184 respondents in terms of gender, educational attainment, and length of service. The data reveals a significant gender imbalance within the surveyed group, with females comprising the vast majority of the participants. Specifically, there are 134 female respondents, representing 72.8% of the total population, while males account for only 50 individuals, or 27.2%. This suggests that the environment or profession being studied is predominantly female dominated.

Regarding educational attainment, the largest segment of the respondents holds a Baccalaureate Degree, totaling 64 individuals or 34.8%. This is closely followed by those with an MA Degree (n = 57, 31.0%) and those who have earned MA Units (n = 45, 24.5%). A smaller portion of the group has advanced further into doctoral studies, with 13 respondents (7.1%) having completed Doctoral Units and only 5 respondents (2.7%) possessing a full Doctoral Degree. These figures indicate a highly educated workforce, as over 65% of the respondents have either completed or are pursuing graduate-level studies.

In terms of length of service, the distribution is relatively balanced across the early to mid-career stages. The highest frequency is found in the 6-10 years bracket (n = 49, 26.6%), followed closely by the 11-15 years bracket (n = 47, 25.5%) and the 1-5 years bracket (n = 45, 24.5%). Collectively, approximately 76.6% of the respondents have 15 years of experience or less, suggesting a workforce that is largely composed of individuals in the foundational and mid-level stages of their professional careers.

Conversely, the percentage of long-tenured employees is notably lower. Respondents with 16-20 years of service represent 11.4% (n = 21) of the total, while those with 21 years and above account for 12.0% (n = 22). The data implies a steady rate of recruitment or perhaps a higher turnover rate among senior staff, as the population of veterans with over 16 years of experience is significantly smaller than their less-experienced counterparts. Overall, the profile describes a predominantly female, well-educated group with a strong concentration of mid-career professionals.

Problem 2: Supervisory Behavioral Attitudes as Perceive by the Elementary School Teachers in Jolo Districts

Supervisory Behavioral Attitudes Scores	Frequency	Percent
Valid		
Below 65	7	3.8
65-70	5	2.7
70-80	16	8.7
80-94	91	49.5
94-100	65	35.3
Total	184	100.0

Table 3. Supervisory Behavioral Attitudes as perceived

Table 3 illustrates the frequency and percentage distribution of the levels of supervisory behavioral attitudes as perceived by elementary school teachers in Jolo Districts. The data is categorized based on specific score ranges, each accompanied by a qualitative description of the individual's potential as "supervisory material." With a total of 184 respondents, the table provides a clear overview of how these teachers view the supervisory qualities within their professional environment. Most of the respondents fall into the 80-94 score range, representing 49.5% (n = 91) of the total population. Based on the legend, this score indicates that the individual "needs to keep working and he will make it." This suggests that nearly half of the teachers are perceived as having strong potential but still require further professional development or consistent effort to fully realize their roles as effective leaders.

Furthermore, a significant portion of the teachers—35.3% (n = 65)—perceived supervisory attitudes at the highest level, falling within the 94-100 score range. This category is described as "there is no doubt about it – he is supervisory material." When combined with the 80-94 range, a staggering 84.8% of the teachers are seen in a positive light, possessing either the inherent qualities of a leader or being very close to achieving that standard. Only a small minority of teachers fell into the lower brackets, with only 3.8% (n = 7) scoring below 65, where extreme effort is deemed necessary to succeed.

In response to the specific level of supervisory behavioral attitudes perceived by the teachers in Jolo, the data indicates a high to very high level of perceived competence. The overall perception is overwhelmingly positive, as most teachers are viewed as either already possessing definitive supervisory qualities or being well on their way to mastery. Consequently, it can be concluded that the elementary school teachers in Jolo perceive their supervisory behavioral attitudes as generally capable, promising, and fit to any leadership roles, with only a negligible fraction requiring radical improvement.

Problem 3: Variation of Supervisory Behavioral Attitudes in terms of Teachers' Gender, Educational Attainment, and Length of Service.

	Gender	Mean	F	Computed t-Value	p-Value	Decision	Remarks
Supervisory Behavioral Attitudes	Male	4.06	.220	-.33`2	.740	Accept	Not Significant
	Female	4.11					

Table 4. The t-Test results for Supervisory Behavioral Attitudes according to Gender

Table 4 displays the results of the Independent Samples t-test conducted to determine if a significant difference exists in the perception of supervisory behavioral attitudes when respondents are grouped according to gender. The table lists the mean scores for both groups, along with the F-statistic, computed t-value, and the resulting p-value, which serves as the primary basis for the statistical decision.

The data shows that male respondents yielded a mean score of 4.06, while female respondents had a slightly higher mean score of 4.11. To test the significance of this 0.05 difference, the t-test produced a computed t-value of -0.332 with a corresponding p-value of .740. Since the p-value is significantly greater than the standard alpha level of .05 ($p > .05$), the null hypothesis is accepted. This indicates that the observed difference between the two means is likely due to chance rather than a systemic difference in perception between genders.

In response to the variation, the statistical results confirm that there is no significant variation in supervisory behavioral attitudes in terms of the teacher's gender. The "Not Significant" remark implies that both male and female elementary school teachers in Jolo Districts share a similar perspective and level of regard for supervisory behaviors. Consequently, gender does not act as a dividing factor in how these professional attitudes are perceived within the educational setting.

Supervisory Behavioral Attitudes	Educational Attainment	Mean	F	p-Value	Decision	Remarks
Between Groups	With Doctorate Degree	4.00	.651	.627	Accept	Not Significant
	With Doctorate Units	3.85				
	With MA Degree	4.09				
	With MA Units	4.27				
	Baccalaureate Degree	4.05				
Total		4.10				

Table 4.1. ANOVA Table for Supervisory Management Attitudes according to Educational Attainment

Table 4.1 presents the results of a One-Way Analysis of Variance (ANOVA) used to determine if there are significant differences in the perception of supervisory behavioral attitudes when respondents are categorized by their educational

attainment. While the previous analysis utilized a t-test for two groups, the ANOVA is the appropriate statistical tool here as it compares the means of five distinct educational levels, ranging from Baccalaureate Degree holders to those with a Doctoral Degree.

The mean scores across the categories show a relatively narrow range of perception. Those with MA Units recorded the highest mean score of 4.27, followed by those with an MA Degree (4.09), a Baccalaureate Degree (4.05), and a Doctorate Degree (4.00). The lowest mean score of 3.85 was observed among respondents with Doctorate Units. Despite these numerical variations, the computed F-value is .651 with a corresponding p-value of .627. Given that the p-value is greater than the standard significance level of .05 ($p > .05$), the null hypothesis is accepted, indicating that the observed differences among the groups are not statistically significant.

Regarding the variation, the results demonstrate that there is no significant variation in the supervisory behavioral attitudes perceived by teachers in terms of their educational attainment. The "Not Significant" remark suggests that a teacher's level of education—whether they hold a basic degree or have pursued advanced graduate studies—does not fundamentally alter their view of supervisory behaviors. Therefore, the perception of leadership within the Jolo Districts remains consistent across all academic levels within the workforce.

Supervisory Behavioral Attitudes	Length of Service	Mean	F	p-Value	Decision	Remarks
Between Groups	1-5 Years	4.04	1.784	.134	Accept	Not Significant
	6-10 Years	4.22				
	11-15 Years	4.28				
	16-20 Years	3.90				
	21 Years and Above	3.73				
Total		4.10				

Table 4.2. ANOVA Table for Supervisory Behavioral Attitudes according to Length of Service

Table 4.2 presents the results of a One-Way Analysis of Variance (ANOVA) conducted to determine if the length of professional service significantly influences teachers' perceptions of supervisory behavioral attitudes. The respondents were categorized into five groups based on their years of experience, ranging from 1-5 years to 21 years and above. By comparing the mean scores of these groups, the study aims to identify whether professional maturity and tenure lead to a shift in how supervision is evaluated.

The mean scores reveal a slight variation across the different tenure groups. Teachers with 11-15 years of service recorded the highest mean score of 4.28, followed by those with 6-10 years (4.22) and 1-5 years (4.04). Interestingly, the mean scores tend to decrease among the most experienced groups, with respondents having 16-20 years scoring 3.90 and those with 21 years and above recording the lowest mean of 3.73. Despite these descriptive differences, the ANOVA yielded an F-value of 1.784 with a p-value of .134. Because the p-value is greater than the significance level of .05 ($p > .05$), the null hypothesis is accepted.

Regarding the variation of these attitudes, the statistical evidence confirms that there is no significant variation in the perceived supervisory behavioral attitudes in terms of the teacher's length of service. Although there is a numerical trend suggesting that mid-career teachers (11-15 years) view supervisory behaviors most favorably compared to their more senior colleagues, these differences do not reach statistical significance. This implies that regardless of how long a teacher has been in the service, their perception of supervisory attitudes remains statistically consistent across the Jolo Districts.

Problem 4: Teachers' Willingness to Accept Leadership Job Opportunities (High Level and Extra Level Leadership Inclination)

Willingness to accept leadership job opportunities requires positive Supervisory behavioral attitudes. The data was gathered through structured survey questionnaire Mean and Standard were used in analyzing the data.

High Level	N	Mean	Std. Deviation	Descriptive Interpretation
To be one of the contestants in related job.	184	3.35	1.314	Moderately Willing
To be a planner officer of the school.	184	3.27	1.379	Moderately Willing
To be a speaker at a certain activity of the school.	184	3.26	1.195	Moderately Willing

To be an adviser of student association.	184	3.26	1.176	Moderately Willing
To be panel member of teacher applicant.	184	3.23	1.340	Moderately Willing
To be a leader of an association at the school.	184	3.19	1.193	Moderately Willing
To be one of the judges of the faculty teaching efficiency rating.	184	3.11	1.297	Moderately Willing
To be a Supervisor of Schools.	184	3.11	1.371	Moderately Willing
To be the principal, if given the opportunity of the school.	184	2.89	1.258	Moderately Willing
To be a leader or TIC of the school.	184	2.69	1.227	Moderately Willing
Total	184	3.14		Moderately Willing

Table 5. Mean and Descriptive Interpretation for Teachers' Willingness to Accept Job Opportunities towards High Level Leadership Inclination

Table 5 displays the mean and descriptive interpretation for teachers' willingness to accept job opportunities associated with high-level leadership inclination. The survey encompasses 184 respondents who evaluated ten specific leadership roles. Each role is measured by a mean score and standard deviation, which are then categorized using a qualitative scale ranging from "Not Willing" to "Much Willing."

Among the ten indicators, the highest mean score was recorded for the item "To be one of the contestants in related job" ($M = 3.35$, $SD = 1.314$), followed by "To be a planner officer of the school" ($M = 3.27$, $SD = 1.379$). These results suggest that teachers are most comfortable with leadership roles that involve professional competition or organizational planning. However, despite being the highest-ranked items, they still fall within the "Moderately Willing" range, indicating a level of hesitation or a need for further motivation before fully committing to such positions.

Conversely, the roles carrying the most administrative weight and responsibility received the lowest mean scores. "To be the principal, if given the opportunity" ($M = 2.89$, $SD = 1.258$) and "To be a leader or TIC (Teacher-in-Charge) of the school" ($M = 2.69$, $SD = 1.227$) were at the bottom of the list. This trend highlights a potential reluctance among teachers to take on top-tier executive school management positions, possibly due to the high stress, increased workload, or perceived lack of adequate preparation associated with those specific titles.

The standard deviations across all items are relatively high, generally exceeding 1.10. This indicates a significant dispersion in the responses, meaning that while some teachers may be very eager to lead, others may be quite resistant. This internal variance suggests that the "Moderately Willing" average is a composite of diverse perspectives, reflecting a workforce that is divided on its career aspirations toward high-level administration.

In response to the specific degree of willingness, the data shows that the teachers are Moderately Willing to accept leadership job opportunities, as evidenced by the total mean score of 3.14. According to the legend (2.50–3.49), this degree suggests that while teachers are open to leadership in principle, their inclination is not yet "Willing" or "Much Willing." They occupy a middle ground where they might accept opportunities under the right conditions, but they do not currently exhibit a proactive or enthusiastic drive to pursue high-level school leadership roles.

Extra Level	N	Mean	Std. Deviation	Descriptive Interpretation
To Support the teachers in teaching learning activities.	184	4.16	1.011	Willing
To Help improve plans and implementation.	184	4.14	1.004	Willing
To Execute assistance of the leader.	184	4.10	1.043	Willing
To Execute extra work to achieve school goals.	184	4.08	1.021	Willing
To Support the top leaders.	184	4.04	1.065	Willing
To Provide feedback to higher leadership.	184	4.04	1.055	Willing
To Execute leadership under the command of the leader.	184	4.03	1.032	Willing
To Collaborate with the school leader.	184	3.99	1.079	Willing
To Assist school activities.	184	3.98	1.079	Willing
To be part of leadership.	184	3.74	1.203	Willing
Total	184	4.03		Willing

Table 5.1. Mean and Descriptive Interpretation for Teachers' Willingness to Accept Job Opportunities towards Extra Level Leadership Inclination

Table 5.1 presents the mean scores and descriptive interpretations regarding the teachers' willingness to accept "Extra Level" leadership job opportunities. This category focuses on supportive, collaborative, and facilitative leadership roles

rather than formal administrative positions. With a total of 184 respondents, the table provides insights into how teachers view their roles as contributors to the broader school leadership framework.

The data reveals a strong inclination toward supportive leadership functions. The highest-ranked item is "To support the teachers in teaching learning activities," which yielded a mean score of 4.16 (SD = 1.011). This is closely followed by "To help improve plans and implementation" (M = 4.14, SD = 1.004) and "To execute assistance of the leader" (M = 4.10, SD = 1.043). These high scores suggest that teachers are highly enthusiastic about roles that involve peer support and the practical execution of school improvements.

It is notable that all ten indicators in this table received a descriptive interpretation of "Willing." Even the lowest-ranked item, "To be part of leadership," maintained a mean score of 3.74 (SD = 1.203). This indicates a consistent and positive disposition across the workforce when leadership is framed as a collaborative effort rather than a solitary, high-stakes administrative burden. The teachers appear much more comfortable with leadership roles that emphasize teamwork and assisting others.

The standard deviations for these items are generally lower than those seen in the "High Level" leadership table, mostly hovering around the 1.00 to 1.10 range. This suggests a greater degree of consensus among the teachers regarding these supportive roles. There is a unified sense of professional responsibility toward helping the school achieve its goals and providing feedback to higher leadership, which both scored a mean of 4.04.

In response to the specific degree of willingness, the teachers are Willing to accept extra-level leadership job opportunities, as reflected by the total mean score of 4.03. According to the legend (3.50–4.49), this represents a high level of readiness. Compared to the "Moderately Willing" result for high-level administration, teachers in Jolo Districts are significantly more prepared and inclined to engage in leadership when it involves collaboration, support, and execution of school-wide initiatives under a shared leadership model.

Problem 5: Teachers' Willingness for Leadership by Profile

The role and willingness to accept leadership job opportunity depends on the different factors or profile standing of an individual. In this case, t-Test and ANOVA were used comparing the disparities between profile.

Leadership Inclination	Gender	Mean	F	Computed t-Value	p-Value	Decision	Remarks
High Leadership Inclination	Male	3.606	1.639	3.771	.001	Reject	Significant
	Female	2.960					
Extra Leadership Inclination	Male	4.368	4.761	3.141	.002	Reject	Significant
	Female	3.907					

Table 6. The t-Test Results for Teachers' Willingness to Accept High Leadership and Extra Leadership Job Opportunities according to Gender

Table 6 presents the t-test results comparing the willingness of teachers to accept High Leadership and Extra Leadership job opportunities when grouped according to gender. Unlike the previous demographic tests on behavioral perceptions, this table reveals striking statistical differences. The results include the mean scores for both males and females, the computed t-values, and the associated p-values used to determine the significance of the findings.

For High Leadership Inclination, male respondents yielded a mean score of 3.606, while female respondents yielded a significantly lower mean of 2.960. The computed t-value of 3.771 resulted in a p-value of .001. Since this p-value is well below the standard alpha level of .05, the null hypothesis is rejected. This indicates that male teachers are statistically more inclined to pursue formal, high-level administrative roles (like Principal or Supervisor) than their female counterparts.

In the category of Extra Leadership Inclination, a similar trend is observed. Male respondents had a mean score of 4.368, whereas females had a mean of 3.907. The t-test produced a computed t-value of 3.141 with a p-value of .002. Again, because the p-value is less than .05, the difference is considered significant. While both genders show high willingness for these supportive roles, the data shows that males still express a higher degree of readiness to engage in extra leadership tasks compared to females.

These findings suggest that gender plays a pivotal role in the career aspirations of elementary teachers in Jolo Districts. The disparity might be attributed to various socio-cultural factors or different perceptions of work-life balance and

responsibility. While the earlier data showed that both genders perceive supervisory behaviors similarly, their personal willingness to step into those roles themselves differs sharply, with men showing more proactive leadership drive in both formal and informal capacities. In short, there is a significant difference in the willingness to accept leadership job opportunities in terms of gender. In both High Leadership and Extra Leadership inclinations, male teachers demonstrated a statistically higher level of willingness than female teachers. Consequently, the null hypothesis is rejected, confirming that gender is a significant factor in determining leadership inclination within this specific population.

Leadership Inclination	Educational Attainment	Mean	F	P-Value	Decision	Remarks
High Leadership Inclination	With Doctoral Degree	3.480	6.540	.001	Reject	Significant
	With Doctoral Units	3.677				
	With MA Degree	3.396				
	With MA Units	3.336				
	Baccalaureate Degree	2.625				
	Total	3.135				
Extra Leadership Inclination	With Doctoral Degree	3.540	3.651	.007	Reject	Significant
	With Doctoral Units	4.562				
	With MA Degree	4.232				
	With MA Units	4.047				
	Baccalaureate Degree	3.775				
	Total	4.032				

Table 6.1. ANOVA Table for Teachers' Willingness to Accept High Leadership and Extra Leadership Job Opportunities according to Educational Attainment

Table 6.1 presents the results of a One-Way Analysis of Variance (ANOVA) determining whether teachers' willingness to accept leadership job opportunities differs significantly when they are grouped by educational attainment. The table examines both High Leadership and Extra Leadership inclinations across five academic levels: Doctoral Degree, Doctoral Units, MA Degree, MA Units, and Baccalaureate Degree.

In the category of High Leadership Inclination, the mean scores show a notable trend where those with higher graduate-level exposure express greater willingness. Specifically, those with Doctoral Units ($M = 3.677$) and a Doctoral Degree ($M = 3.480$) showed the highest inclination, while those with only a Baccalaureate Degree ($M = 2.625$) showed the lowest. The ANOVA yielded an F-value of 6.540 and a p-value of .001. Since p-value is lesser than .05, the null hypothesis is rejected, indicating that higher educational attainment significantly shows a stronger desire to take on formal administrative roles. Regarding Extra Leadership Inclination, the data follows a similar pattern of significance. Respondents with Doctoral Units achieved the highest mean score of 4.562, falling into the "Much Willing" category, while Baccalaureate Degree holders remained the lowest at 3.775. The statistical test resulted in an F-value of 3.651 and a p-value of .007. Because this p-value is below the significance threshold, it is concluded that educational attainment also plays a crucial role in a teacher's readiness to participate in collaborative and supportive leadership tasks.

These findings suggest that as teachers pursue higher academic credentials, their confidence or perceived obligation to lead increases. The significant gap between Baccalaureate holders and those with graduate units implies that advanced schooling not only provides pedagogical skills but also fosters a professional identity more inclined toward leadership. This suggests that encouraging graduate studies could be a viable strategy for increasing the pool of potential leaders within the school district. Overall, there is a significant difference in the willingness to accept leadership job opportunities in terms of educational attainment. Both for High Leadership ($p = .001$) and Extra Leadership ($p = .007$) inclinations, the results were marked as "Significant," and the null hypothesis was rejected. Therefore, a teacher's level of education is a determining factor in their willingness to step into various leadership roles within the Jolo Districts.

Leadership Inclination	Length of Service	Mean	F	p-Value	Decision	Remarks
High Leadership Inclination	1-5 Years	2.849	1.764	.138	Accept	Not Significant
	6-10 Years	3.243				
	11-15 Years	3.266				
	16-20 Years	3.433				
	21 Years and Above	2.918				
	Total	3.135				

Extra Leadership Inclination	1-5 Years	4.171	1.221	.304	Accept	Not
	6-10 Years	3.994				Significant
	11-15 Years	3.932				
	16-20 Years	4.290				
	21 Years and Above	3.800				
Total		4.032				

Table 6.2. ANOVA Table for Teachers' Willingness to Accept High Leadership and Extra Leadership Job Opportunities according to Length of Service

Table 6.2 presents the results of a One-Way Analysis of Variance (ANOVA) used to determine if a teacher's length of service significantly influences their willingness to accept both high-level and extra-level leadership opportunities. The analysis categorizes the 184 respondents into five groups based on tenure, ranging from early-career educators (1-5 years) to seasoned veterans (21 years and above).

In the category of High Leadership Inclination, the mean scores show some fluctuation. Teachers with 16-20 years of service exhibited the highest mean score of 3.433, while those in the earliest stage of their career (1-5 years) showed the lowest at 2.849. Despite these numerical differences, the ANOVA yielded an F-value of 1.764 and a p-value of .138. Since the p-value is greater than the standard alpha level of .05, the null hypothesis is accepted, indicating that tenure does not statistically change a teacher's desire for formal administrative roles.

Similarly, for Extra Leadership Inclination, the willingness scores remained relatively stable across all experience levels. The mean scores ranged from 3.800 (for those with 21 years and above) to 4.290 (for those with 16-20 years). The resulting p-value of .304 ($F = 1.221$) is well above the significance threshold of .05. This suggests that the willingness to participate in collaborative, supportive leadership tasks is a consistent trait among teachers, regardless of how many years they have spent in the classroom.

The data implies that while professional experience might enhance a teacher's skills, it does not necessarily translate into a significantly higher or lower appetite for leadership responsibilities within the Jolo Districts. Interestingly, the 16–20-year group consistently posted the highest means in both categories, yet even their increased enthusiasm was not statistically different enough from the other groups to suggest that tenure is a primary driver of leadership ambition. In general, there is no significant difference in the willingness to accept leadership job opportunities in terms of length of service. For both High Leadership ($p = .138$) and Extra Leadership ($p = .304$) inclinations, the results were marked as "Not Significant," and the null hypothesis was accepted. Therefore, a teacher's length of service does not act as a significant predictor of their willingness to step into leadership roles.

Problem 6: Influence of the Supervisory Behavioral Attitudes on the Teachers' Willingness to Accept Leadership Job Opportunities

In every educational setting or an institution, good standing leaders are needed. However, being good standing leader can be influenced by the same factors. Pearson correlation was used in analyzing the data of two means.

	Leadership Inclination		p-Value	Decision	Remarks
Supervisory Management Attitudes	High Leadership Inclination		.109	Accept	No Significant Influence
	Extra Leadership Inclination		.494	Accept	No Significant Influence
	Extra Leadership Inclination	.868	.668	Accept	No Significant Influence

Table 7. Correlational Table for the Influence of Supervisory Management Attitudes on the Leadership Inclination

Tables 7 present the statistical analysis regarding the influence of Supervisory Management Attitudes on Teachers' Leadership Inclination. This section of the study aims to determine the way teachers perceive supervisory behaviors—whether they view them as positive, "supervisory material," or needing improvement—dictates their own willingness to pursue similar leadership roles. Correlation was employed: a Pearson Correlation.

Based on the Table 4.6, the correlational analysis between Supervisory Management Attitudes and High Leadership Inclination yielded a p-value of .109. Since this value is greater than the standard alpha of .05, the correlation is not statistically significant. Similarly, the correlation with Extra Leadership Inclination resulted in an even higher p-value of .494. These results indicate that there is no linear relationship between how teachers perceive their current supervisors and their own personal desire to take on leadership tasks.

It is important to note that a Regression Analysis was not performed for this data. In statistical modeling, a regression analysis is used to predict the value of a dependent variable based on an independent variable. However, a prerequisite for a meaningful regression is the existence of a significant correlation between the variables. Since the Pearson Correlation results in Table 4.6a showed no significant relationship, proceeding with regression would be mathematically inappropriate and would not yield any reliable predictive power.

The lack of influence suggests that teachers' motivations to lead are intrinsic or influenced by factors other than their perceived supervisory behavioral attitudes. As seen in previous tables, while demographic factors like gender and education played a significant role in leadership willingness, the external "climate" of supervisory attitudes does not appear to be a driving force. Teachers seem to separate their evaluation of their supervisory behavioral attitudes from their own professional aspirations.

In overall essence, there is no significant influence of supervisory behavioral attitudes on the leadership inclination of elementary teachers in Jolo Districts. The statistical markers across both the Correlational table consistently lead to the acceptance of the null hypothesis. Therefore, the perceived quality of current supervision does not act as a catalyst or a deterrent in a teacher's decision to accept or pursue leadership opportunities.

Problem 7: Difference in the Influence of Supervisory Behavioral Attitudes on Teachers' Willingness to Accept Leadership Job Opportunities in Terms of Teachers' Gender, Educational Attainment, and Length of Service

The influence of supervising behavioral attitudes on the interest of teachers to accept leadership job opportunities can be drawn to their profile. However, the acceptance depends on whether the leadership is administrative or collaborative based on the profile. The correlation and regression analyses were used to test the results.

Male	Leadership Inclination	p-Value	Decision	Remarks
Supervisory Behavioral Attitudes	High Leadership Inclination	.705	Accept	No Significant Influence
	Extra Leadership Inclination	.561	Accept	No Significant Influence
Female				
Supervisory Behavioral Attitudes	High Leadership Inclination	.227	Accept	No Significant Influence
	Extra Leadership Inclination	.669	Accept	No Significant Influence

Table 8. Correlational Table for the Influence of Supervisory Behavioral Attitudes on the Leadership Inclination according to Gender

Table 8 presents the correlational analysis regarding the influence of Supervisory Behavioral Attitudes on the Leadership Inclination of teachers, specifically disaggregated by gender. This analysis seeks to determine if the relationship between perceived supervisory behavior and the willingness to lead differs between male and female educators. The results are evaluated based on the p-value, where a value less than .05 would indicate a significant influence.

For male respondents, the correlation between Supervisory Behavioral Attitudes and High Leadership Inclination yielded a p-value of .705, while the correlation with Extra Leadership Inclination resulted in a p-value of .561. In both cases, the p-values are substantially higher than the significance threshold. This suggests that for male teachers, their perception of their supervisory behavioral attitudes has no statistical bearing on their personal inclination to take on leadership roles. For female respondents, a similar statistical pattern emerges. The correlation with High Leadership Inclination produced a p-value of .227, and the correlation with Extra Leadership Inclination yielded a p-value of .669. Although the p-value for High Leadership is lower than that of the males, it remains well above the .05 level. Consequently, the null hypothesis is accepted for the female group as well, indicating that supervisory behavioral attitudes do not significantly influence their willingness to accept leadership opportunities.

Because the Pearson Correlation results for both genders failed to reach statistical significance, it is not appropriate to proceed with a regression analysis. Regression is a predictive tool used to quantify the strength of a relationship between

a dependent and independent variable. Without a significant underlying correlation, a regression model would lack a valid mathematical foundation, as there is no established relationship to model or predict. Generally, there is no significant difference in the influence of supervisory behavioral attitudes on teachers' willingness to accept leadership job opportunities when grouped according to gender. The "No Significant Influence" remark applies to both males and females across all leadership categories. This implies that regardless of gender, a teacher's decision to pursue leadership is independent of how they perceive their supervisory behavioral attitudes.

With Doctorate Units and Doctorate Degree	Leadership Inclination	p-Value	Decision	Remarks
Supervisory Behavioral Attitudes	High Leadership Inclination	.798	Accept	No Significant Influence
	Extra Leadership Inclination	.148	Accept	No Significant Influence
With MA Degree				
Supervisory Behavioral Attitudes	High Leadership Inclination	.211	Accept	No Significant Influence
	Extra Leadership Inclination	.022	Reject	There is Significant Influence
With MA Units				
Supervisory Behavioral Attitudes	High Leadership Inclination	.528	Accept	No Significant Influence
	Extra Leadership Inclination	.197	Accept	No Significant Influence
Baccalaureate Degree				
Supervisory Behavioral Attitudes	High Leadership Inclination	.602	Accept	No Significant Influence
	Extra Leadership Inclination	.314	Accept	No Significant Influence
Extra Leadership Inclination		R	R Square	
Model 1		.30	.10	

Table 8.1. Correlational Table for the Influence of Supervisory Behavioral Attitudes on the Leadership Inclination according to Educational Attainment and Regression Results for the Influence of Supervisory Behavioral Attitudes on the Leadership Inclination according to Educational Management (MA Degree)

Table 8.1 presents the correlational analysis between Supervisory Behavioral Attitudes and Leadership Inclination, disaggregated by the teachers' educational attainment. This analysis is crucial for determining if higher levels of academic training alter how a teacher's perception of their supervisory behavioral attitudes affect their own willingness to lead. For many of the educational brackets—including those with Doctorate degrees, MA Units, and Baccalaureate degrees—the p-values for both High and Extra leadership inclinations exceeded the .05 significance level, resulting in a remark of "No Significant Influence."

However, a unique statistical deviation occurs within the MA Degree bracket. While the correlation with High Leadership Inclination remained non-significant ($p = .211$), the correlation with Extra Leadership Inclination yielded a p-value of .022. Since this value is less than .05, the null hypothesis is rejected for this specific group. This suggests that for teachers who have completed their master's degree, their perception of supervisory behavioral attitudes plays a significant role in their willingness to participate in supportive or collaborative leadership roles.

Generally, a regression analysis is considered inappropriate when no significant correlation is found, as there is no established relationship to model. However, because a significant correlation was identified for the MA Degree group regarding Extra Leadership Inclination, a regression analysis was performed to further explore this specific relationship. As shown in Table 8.1, the Pearson r is .30, indicating a low-to-moderate positive correlation. Furthermore, the R-square value of .10 reveals that approximately 10% of the variance in the willingness to accept extra leadership opportunities among MA Degree holders can be explained by their perception of supervisory behavioral attitudes.

The data implies that as teachers reach the milestone of a full master's degree, they may become more sensitive to the leadership styles modeled by their supervisory behavioral attitudes when considering their own participation in school-wide initiatives. For all other groups, however, the drive to lead appears to be independent of supervisory influence. This highlights a specific professional stage where administrative mentorship and behavioral modeling might be most impactful in shaping the next generation of school leaders.

Moreover, there is a significant difference in the influence of supervisory behavioral attitudes on teachers' willingness to accept leadership job opportunities when grouped according to educational attainment, specifically within the MA Degree

group. While most educational levels showed no significant influence, the MA Degree holders demonstrated a significant correlation regarding extra-level leadership roles. Therefore, the null hypothesis is rejected for this specific demographic segment.

1-5 Years in Service	Leadership Inclination	p-Value	Decision	Remarks
Supervisory Behavioral Attitudes	High Leadership Inclination	.183	Accept	No Significant Influence
	Extra Leadership Inclination	.082	Accept	No Significant Influence
6-10 Years in Service				
Supervisory Behavioral Attitudes	High Leadership Inclination	.657	Accept	No Significant Influence
	Extra Leadership Inclination	.770	Accept	No Significant Influence
11-15 Years in Service				
Supervisory Behavioral Attitudes	High Leadership Inclination	.052	Accept	No Significant Influence
	Extra Leadership Inclination	.347	Accept	No Significant Influence
16-20 Years in Service				
Supervisory Behavioral Attitudes	High Leadership Inclination	.993	Accept	No Significant Influence
	Extra Leadership Inclination	.306	Accept	No Significant Influence
21 Years and Above in Service				
Supervisory Behavioral Attitudes	High Leadership Inclination	.244	Accept	No Significant Influence
	Extra Leadership Inclination	.331	Accept	No Significant Influence

Table 8.2. Correlational Table for the Influence of Supervisory Behavioral Attitudes on the Leadership Inclination according to Length of Service

Table 8.2 presents the correlational analysis between supervisory behavioral attitudes and teachers' willingness to accept leadership job opportunities, disaggregated by their length of service. The data explores five tenure brackets to determine if the relationship between the perception of supervision and leadership inclination shifts as a teacher gains more experience in the field.

Across all five tenure groups—ranging from 1-5 years to 21 years and above—the p-values consistently remain above the .05 significance threshold for both High and Extra Leadership Inclinations. For instance, the closest result to significance was found in the 11-15 years bracket for High Leadership Inclination ($p = .052$), yet it still failed to meet the required level for statistical significance. In other groups, such as those with 16-20 years of service, the p-value reached as high as .993, indicating an almost total lack of linear relationship between the variables.

As observed in the previous analyses for gender and educational attainment, the absence of a significant correlation renders a regression analysis inappropriate. Regression analysis is designed to model the functional relationship between a predictor and an outcome; however, when the Pearson Correlation indicates that no significant relationship exists, any resulting regression model would be statistically invalid and lack predictive reliability. Therefore, the analysis concludes at the correlational stage, accepting the null hypothesis for all tenure groups.

This consistency suggests that professional experience does not change the fact that teachers view their own leadership aspirations as separate from the supervisory behavioral attitudes. Whether a teacher is a novice or a veteran, their willingness to step into new roles is likely driven by personal ambition, institutional support, or academic preparation rather than the specific supervisory style they encounter in their current environment.

To sum up, there is no significant difference in the influence of supervisory behavioral attitudes on teachers' willingness to accept leadership job opportunities when grouped according to length of service. All categories received the remark "No Significant Influence," confirming that tenure does not act as a moderating factor in the relationship between these two variables.

Conclusion and Recommendations

Conclusion

The study concludes that the elementary teachers in Jolo Districts generally hold their supervisory behavioral attitudes in high regard, viewing them as capable or possessing high potential. This positive perception is universal across the teaching force, regardless of a teacher's experience or academic status. However, this high regard for current supervisory behavioral attitudes does not automatically translate into a desire for teachers to seek similar high-level administrative positions, where a noticeable level of hesitation remains.

Furthermore, the research establishes that leadership ambition is significantly influenced by demographic factors rather than supervisory behavior. Specifically, being male and attaining higher education are the primary drivers of leadership inclination. The fact that length of service was not a significant factor suggests that "tenure" alone does not build a leader; rather, the combination of gendered professional socialization and advanced academic training plays a more vital role in preparing teachers to step into authority.

Finally, the study highlights a "missing link" between supervisory modeling and teacher aspiration for most groups, except for those with MA Degrees. For the general teaching population, the decision to lead is an independent career choice. However, for those with completed master's degrees, the supervisory behavioral attitude acts as a meaningful catalyst for collaborative leadership. This implies that while formal leadership is seen as a personal career path, "extra-level" or shared leadership is a culturally and environmentally sensitive behavior that can be nurtured through better supervisory attitudes. This must be read by the teachers who are aspiring to be leaders in their respective schools.

Recommendations

This portion enumerates the policy recommendation, research agenda, and research problem as taken out from the results of this study.

1. Gender-Inclusive Leadership Programs: Implement targeted mentorship programs for female teachers to bridge the significant gap in high-level leadership inclination.
2. Graduate Studies Incentives: Since higher education (Doctoral/MA units) significantly boosts leadership willingness, the district should provide tuition subsidies or "study leave" credits to encourage Baccalaureate holders to enroll in graduate school.
3. Administrative Fast-Tracking: Develop a policy to identify and fast-track "Moderately Willing" teachers into TIC (Teacher-in-Charge) roles to provide "low-stakes" leadership experience.
4. Supervisory Sensitivity Training: Given that MA holders are influenced by supervisory attitudes, supervisors should undergo behavioral training to ensure they are modeling supportive leadership that encourages mid-career teachers to collaborate.

Refinement of Job Descriptions: Re-evaluate the roles of "Principal" and "Supervisor" to address the specific stressors that make teachers "Moderately?"

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Appendices

No appendices are attached to this study.