



Professional Identity and Leadership Styles as Predictors of Job Performance of Teachers: An Explanatory Sequential Design

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ABSTRACT

This study aimed to determine the influence of professional identity and leadership styles on the job performance of master teachers in Region XI. A mixed-methods approach, specifically a sequential explanatory design was utilized to understand the professional identity, leadership styles, and job performance of master teachers using the quantitative and qualitative data. The researcher made use of stratified sampling using 200 respondents for the quantitative design and 17 participants for the interview. The status of professional identity, leadership styles, and job performance was high among master teachers. In an individual capacity, professional identity and leadership styles significantly influence job performance of master teachers. The combined influence of professional identity and leadership styles as predictors of job performance was a good fit for the data in this study. The standpoint of the participants revealed their agreement to the relationship between professional identity, leadership styles, and job performance of master teachers. The joint display revealed the connecting-confirmation nature of data integration.

Keywords: Job performance, professional identity, leadership styles, master teachers, explanatory sequential design, Philippines

INTRODUCTION

Teachers job performance displays record of results or outputs (outcomes) that are produced from a particular job function or certain activities in a certain period (Mahlamäki et al., 2018). It is a result achieved by someone in carrying out tasks based on skills, experience, and sincerity and time according to predetermined standards (Singh & Singh, 2018). However, a study by the National Education Association found that only 35% of teachers reported receiving adequate support from their school administrators, leading to feelings of isolation and frustration (NEA, 2019) Also, Cestina and Bertillo (2023) recommended the causes of disparities in job performance such as a lack of employer support and professional development incentives.

In Pakistan, teachers job performance and expertise are falling gradually due to several underlying causes where social acceptability and image of teachers are getting worse (Özü et al., 2017). In Jordan, Daneshkohan (2019) indicated that teachers felt stagnant in their positions and generally performing poor because they are not motivated, not rewarded financially, and no opportunities to grow within their career.

Furthermore, in Uganda, a landlocked country in East Africa, it was reported that there is poor job performance of secondary teachers which is reflected in the poor results of the students they are teaching. While several sources, such as news articles and education stakeholders are reporting a decline in teachers work performance in different parts of the country (Mulumba et al., 2024).

Meanwhile, in the Philippines, Lamas (2015) quoted in his study that secondary teachers have low performance in three types of process skills like measuring, interpretative, and translational. also, Delima (2015) commented that poor job performance of teachers was seen in Region XI due to deterioration of the standards of teachers' professional conduct. Some teachers display severe misconduct inside and even outside their work. More often, they have prepared teaching materials, lesson notes and pupil assessment unwell.

Nevertheless, Zhong (2023) result revealed that there was a significant relationship between the teachers' professional identity and their job performance. The result reveals that professional identity of teachers has positive impact on their job performance. additionally, Zhou (2021) believe that teacher professional identity has a relationship with teachers' job performance at the university level. It is generally believed that there is a positive correlation between professional identity and job performance (Zhong, 2023). Sun et al. (2022) revealed that professional identity is positively associated with teacher job performance. Therefore, professional identity can directly make an influence on teacher job performance.

Further, job performance has always been empirically proved to be related to their leadership styles (Haque et al., 2015; Younas et al., 2022). Findings of Parveen et al. (2022) study revealed that 59.3% of the variation in teacher job performance was statistically explained as the result of shared involvement of leadership styles. The results also revealed that the autocratic leadership constituted the largely exercised style, significantly exerting a strong and positive relationship on teacher job performance. Similarly, Okoji's (2016) study examined the relationship between leadership styles such as democratic, autocratic, and laissez-faire leadership and teacher job performance in selected rural community schools in Ondo State, Nigeria. The results revealed that statistically significant relationships existed between democratic ($r = 0.118$) and autocratic ($r = -0.314$) leadership styles and teacher job performance ($p < 0.05$). The study findings also suggested that a blend of autocratic and democratic leadership styles would considerably improve job performance among teachers.

However, studies indicated in the literature have focused on variables that influenced teachers job performance like motivation (Kumari & Kumar, 2023); shortage of teachers (Sixbert & Onyango, 2022); human resource management (Arop et al., 2019); and welfare (Wakkala et al. 2022). Additionally, there are studies that correlated job performance with professional identity (Sun et al. 2022; Zhong, 2023; Wong & Liu, 2024). Also, teachers job performance has been linked with leadership styles (Haque et al., 2015; Younas et al., 2022; Imhangbe et al., 2018; Saleem et al., 2020). The studies are quantitative in nature utilizing correlational design. However, in the present study, there is a need to examine the combined influence of professional identity and leadership styles as the previous studies have failed to enumerate or assess. Also, respondents of the available studies have not concentrated on master teachers since most are principals and teachers. Thus, pursuing this study would likely contribute to the body of knowledge and existing studies on teachers' job performance.

Further, disseminating research findings effectively ensures that the information reaches and influences the intended audience. The researcher may participate in a research forum or conference to share the salient findings of the study. The conference may be local, national or international. In addition, the findings of the study may be disseminated during school activity like research colloquium or summit conducted within the school, cluster/district or at the division level. Further, this may also be disseminated via submission of the paper in reputable journals in education and related fields.

METHOD

This study utilized a mixed methods research design specifically employing explanatory sequential approach. Mixed methods research is an approach to research that intentionally combines the perspectives, approaches, data forms, and analyses associated with quantitative and qualitative research to develop nuanced and comprehensive findings (Plano Clark, 2019). Researchers use a wide range of mixed methods designs depending on the purpose for mixing methods, timing of the quantitative and qualitative strands, relative priority. Specifically, this utilized an explanatory sequential design. This design follows where the collection and analysis of quantitative data proceeds collection and analysis of qualitative data. The design is used primarily to explain or expand quantitative results (Creswell & Plano Clark, 2018). In the context of the study, the quantitative design determines the influence of professional identity and leadership styles on teachers' job performance. Additionally, the qualitative findings about the lived experiences of teachers supported the quantitative findings.

Meanwhile, quantitative design is regarded as a deductive approach towards research (Rovai et al., 2014). Quantitative researchers regard the world as being outside of themselves and that there is an objective reality independent of any observations. They contend that by y given to each stand, and level of interaction such as dependence or independence of each strand (Creswell & Plano Clark, 2018).

subdividing this reality into smaller, manageable pieces, for the purposes of study, that this reality can be understood. It is within these smaller subdivisions that observations can be made and that hypotheses can be tested and reproduced with regard to the relationships among variables. In this context, this assessed the professional identify, leadership styles, and job performance of teachers.

Additionally, qualitative design places emphasis upon exploring and understanding "the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2014, p. 4). Denzin and Lincoln (2005) describes this approach as gaining a perspective of issues from investigating them in their own specific context and the meaning that individuals bring to them. It focuses upon drawing meaning from the experiences and opinions of participants. It pinpoints "meaning, purpose or reality" (Cohen et al., 2011). Qualitative methods are usually described as inductive, with the underlying assumptions being that reality is a social construct, that variables are difficult to measure, complex and interwoven, that there is a primacy of subject matter and that the data collected will consist of an insider's viewpoint (Rovai et al., 2014).

In the context of this study, the explanatory sequential design was adopted. As Wisdom and Creswell (2013) and Subedi (2016) explained, in an explanatory sequential design, the researcher starts with the quantitative phase, followed by the qualitative phase.

By utilizing a mixed-methods approach, specifically a sequential explanatory design, this study aimed to combine the strengths of both quantitative and qualitative research methods. The quantitative design provided a broader understanding of the status and relationships between and among variables and allow for generalization of findings to a wider population. The qualitative phase offered a deeper exploration of the participants' perspectives, providing valuable insights and explanations for the quantitative findings. Hence, the design strengthened the results and counteracted the weaknesses of each method. The importance of merging the quantitative and qualitative phase results is to emphasize and realize the purpose of the study. Figure 3 below illustrates the explanatory sequential research design.

RESULTS AND DISCUSSION

Shown in this chapter are the presentation, analysis, and interpretation of findings. Specifically, both quantitative and qualitative data are revealed.

Status of Professional Identity

Presented in Table 1.1 is the level of professional identity of master teachers in the public schools in Region XI, measured in terms of understanding, educational background, other professionals, and factors. It has an overall mean of 3.98 which is described as high. This implies that professional identity is oftentimes observed among master teachers in public schools in Region XI. More so, the overall standard deviation is .63 which is less than 1, indicative of minimal ranges of dispersion or master teachers' responses are clustered close to the mean

Table 1.1
Status of Professional Identity

Items	Mean	SD	Description
Understanding			
1. Using and mastering teaching communication techniques.	4.08	.74	High
2. Managing class work and solving possible conflicts.	3.97	.89	High
3. Properly combining theory and practice about teaching.	3.90	.90	High
4. Having a solid training regarding education and teaching.	3.92	.88	High
5. Showing interest in knowing and understanding students.	3.96	.91	High
6. Knowing how to adapt to educational changes according to the circumstances.	4.00	.88	High
7. Showing expertise in maintaining classroom discipline.	3.96	.82	High
8. Integrating ICT into teaching.	3.95	.92	High
9. Motivating to awaken the students' interest in learning.	3.96	.84	High
10. Having a high level of commitment to the teaching profession.	4.05	.77	High
11. Adopting a reflective and self-critical attitude with regard to teaching practice.	3.87	.90	High
12. Having adequate capacity to teach.	3.97	.79	High
13. Having a high self-esteem as a teacher.	4.02	.84	High
14. Worrying about human relationships in the educational context.	3.92	.86	High
15. Building a positive self-image as an aspiring teacher.	4.00	.84	High
Category Mean	3.97	.64	High
Education Level			
1. Having previous academic training to be able to teach students at different educational level	3.96	.81	High
2. Familiarizing with the curriculum for each educational level.	3.93	.84	High
3. Having no problems of coexistence with the other teachers	3.97	.88	High
4. Having different teaching functions in each stage	3.92	.79	High
5. Having methodological strategies and resources	3.98	.78	High

which vary according to the circumstances

6. Having a common purpose, which is the education and the training of people 3.99 .80 High

7. Learning that psychological and cognitive characteristics of students change according to their age 4.00 .79 High

Category Mean 3.97 .66 High

Other Professionals

1. Developing a harmonious relationship with students that contributes to their personal and academic development 3.95 .78 High

2. Including in teaching the educational practice that makes it different from other professions 4.02 .81 High

3. Teaching and fulfilling a very specific social mission which differs from that of other professions 4.00 .84 High

4. Including psycho pedagogical training in teaching profession 3.98 .87 High

5. Giving value and giving importance on the interpersonal relationships in the workplace 4.00 .87 High

Category Mean 3.99 .70 High

Factors

1. Learning through experiences with other teaching professionals. 3.91 .80 High

2. Valuing the recognition that society gives to the teaching profession. 4.07 .78 High

3. Giving importance on the acquisition of new methodologies and the use of educational resources. 4.04 .74 High

4. Promoting teachers motivation and the professional development is important. 3.98 .82 High

5. Pursuing a broader psycho-pedagogical training during the Master's Degree. 3.95 .75 High

7. Believing that a longer placement period is necessary. 4.01 .78 High

Category Mean 3.99 .62 High

Overall Mean 3.98 .63 High

Status of Leadership Styles

Shown in Table 1.2 the status of leadership styles of master teachers in public schools in Region XI, measured in terms of Autocratic leadership, Democratic leadership and Laissez Faire leadership. it has an overall mean of 3.99, described as high. This implies that the leadership styles is oftentimes observed among master teachers in public schools in Region XI. More so, the overall standard deviation is .62 which is less than 1, indicating that the responses are relatively clustered around the mean.

Table 1.2
Status of Leadership Styles

Items	Mean	SD	Description
Autocratic			
1. Allocating tasks without teachers' will.	3.91	.90	High
2. Deciding solely without consulting teachers	3.86	.90	High
3. Performing standards and expectations set solely for teachers to accomplish.	3.96	.81	High
Category mean	3.91	.72	High

Democratic			
1.Accepting the suggestion of teachers about policies and plans.	4.09	.80	High
2.Sharing plan regarding school activities with teachers prior to implementation.	4.05	.85	High
3.Maintaining a sociable relationships between staff members.	4.06	.79	High
Category Mean	4.07	.69	High
Laissez Faire			
1. Having a little concern in daily activities as well as proceedings.	3.91	.88	High
2.Giving a little direction to teachers in classroom.	3.97	.83	High
3.Assisting teachers to deal with work problems.	4.02	.76	High
Category Mean	3.97	.68	High
Overall Mean	3.99	.62	High

Status of Job Performance

Shown in Table 1.3 the status of leadership styles of master teachers in public schools in Region XI, measured in terms of Instructional qualities, professional qualities and Personal Qualities. The results revealed an overall mean of 4.02 with a description of high. This implies that job performance oftentimes observed among master teachers in public schools in Region XI. More so, the overall standard deviation is .64 which is less than 1, indicating that the responses are relatively clustered around the mean.

Table 1.3

Status of Job Performance

Items	Mean	SD	Description
Instructional Qualities			
1. Preparing and delivering lectures propely.	3.93	.88	High
2. Using daily life examples to clarify concepts.	4.01	.81	High
3. Encouraging students to participate in co-curricular and extracurricular activities.	4.01	.78	High
4.Using different teaching methods in classroom.	4.04	.80	High
5.Appreciating students' questioning and classroom discussion.	4.01	.82	High
6. Using variety of teaching materials (AV aids) in classroom.	4.02	.79	High
7. Providing a favorable learning environment to the students.	4.01	.84	High
8. Evaluating constantly students' learning.	3.99	.83	High
Category Mean	4.00	.67	High
Professional Qualities			
1.Maintaining a respectable relationship with students.	3.98	.81	High
2. Participating actively in school activities.	3.96	.83	High
3. Maintaining strict discipline in classroom.	3.97	.81	High
4. Obeying rules and regulations of school.	4.02	.80	High
5. Having a good working relationship with colleagues.	4.02	.79	High
6.Maintaining a good relationship with administrative staff.	4.05	.80	High
7. Keeping contact with the parents.	4.07	.77	High
8.Always giving attention to increase my	4.0	.77	High

profession knowledge.

Category Mean	4.01	.66	High
Personal Qualities			
1. Being punctual in performing duties	4.01	.74	High
2. Having a good sense of humor	4.01	.80	High
3. Speaking loudly in the classroom	4.04	.76	High
4. Giving proper attention to my student's work	4.03	.74	High
5. Performing duties honestly	4.07	.75	High
6. Performing duties according to the requirement	4.13	.75	High
7. Having a good personality	4.06	.78	High
8. Being a responsible person	4.09	.76	High
Category Mean	4.06	.62	High
Overall Mean	4.02	.64	High

Significance of the influence of Professional Identity and leadership styles on Job Performance

Presented in Table 4 the results of regression analysis whose purpose is to show the significant predictors of job performance. The results indicated that professional identity and leadership styles were found to be significant predictors of job performance ($p < .000$). Specifically, it shows that the influence of professional identity on job performance has generated a standardized coefficient of .666, with t-statistics of 12.998 and a p-value of .000 that is less than .05 in the level of significance. This means that in terms of individual capacity, professional identity is a significant predictor of job performance of master teachers in Region XI.

Table 2
Significance of the Influence of Professional Identity and Styles toward Job Performance

	Standardized Coefficients Beta	t	p-value	Interpretation
Professional Identity	.666	12.998	.000	Significant
Leadership Styles	.307	5.978	.000	Significant

R = .919
R Square = .845
F = 482.939
p value = .000

Note: R=.919; R-squared = .845; F= 482.939; $p < .000$

Shown in Table 2 the results of multiple regression analysis. It reveals that professional identity is significant predictor of job performance with a p-value that is less than .05 level of significance (2tailed) ($F=482.939$, $p < .000$) with positive standardized beta of .307 in the level of job performance.

Finally, the combined predictive influence of professional identity and leadership styles is significant as quantified by the R-squared value of .845. The result indicates that the regression model with professional identity and leadership styles as predictors, accounted 84.5 percent of the variance in teachers job performance that is attributed to these predictors. However, the remaining percentage of 15.5 is attributed to other factors not covered in the study.

Also, the F-ratio shows if the overall regression model is a good fit for the data in this study. This model is made up of the effects of professional identity and leadership styles as

predictors of job performance. The results revealed that professional identity and leadership styles significantly predict the job performance of master teachers in Region XI, as shown in the result of $F = 482.939$, $p < .05$. Therefore, the regression model is a good fit for the empirical data in this study.

Profile of Participants

Shown the profile of the participants involved in the second phase of this study. There were 17 participants who answered the interview guide during the IDI and FGD. It can be gleaned from the table that the years of experience and age of the participants as master teachers. They came from the different school divisions of Region XI. 5 participants from Davao City, 2 participants from Davao del Norte, 2 participants from Davao Oriental, 2 participants from Davao del Sur, 2 participants from Island Garden City of Samal, 2 participants from Tagum City, 1 participants from Panabo City and 1 Participant from Mati City. The IDI were communicated using google meet platform interaction. For the focus group discussion (FGD), all the seven participants of the focus group discussion gave their standpoints through the google meet platform.

Standpoint of the Participants with the

Quantitative Results on Professional Identity

Shown in Table 3 are the standpoint of the participants on the salient quantitative study reveals that all the indicators of teachers professional identity: professional identity in understanding, education level, other professional and factors confirmed high rating found in the quantitative result of this study. The information shows how the participants shared their insights about the most important findings from the quantitative research. These findings were rated as high by the participants and emphasized by the researcher as needing more explanation. By implementing the IDI and FGD, the researcher elicited the reasons for the salient findings.

Table 3
*Standpoints of the Participants on Professional Identity,
Leadership Styles and Job Performance*

Level	Essential Themes	Typical Reason
Professional Identity Mean: 3.98 SD: 0.63 High	Confirmed high rating of Professional Identity	<p>Educators actively engage in professional development, fostering a growth mindset and enhancing their skills</p> <p>Teachers regularly assess and improve their methods, staying adaptable and responsive to student needs.</p> <p>Teachers take on diverse roles, from mentors to counselors, supporting a holistic educational approach</p> <p>Teachers are responsive to educational reforms, integrating new strategies and technology to stay current and effective</p> <p>Peer collaboration and mentorship strengthen skills and foster a supportive professional community</p> <p>Building strong relationships with</p>

		students and parents creates a safe, trusting learning environment
Leadership styles Mean: 3.99 SD: 0.62 High	Confirmed high rating of Leadership styles	<p>Democratic leadership fosters open planning sessions and collaborative input, which teachers value for teamwork and inclusive decision-making</p> <p>Attending workshops and sharing best practices strengthens teachers' skills and aligns their efforts with school goals</p> <p>Laissez-faire leadership allows teachers autonomy, reflecting trust in their skills and fostering a growth-oriented environment</p> <p>Autocratic leadership is effective when quick, decisive action is needed without time for consultation</p> <p>Assigning roles that align with teachers' strengths promotes responsibility, enhancing efficiency in goal achievement</p> <p>Different leadership styles allow adaptation to various situations, ensuring that decisions meet the school's needs effectively</p>
Job Performance Mean: 4.02 SD: 0.64 High	Confirmed high rating of Job Performance	<p>Well-prepared teachers use strategies that engage students and foster critical thinking.</p> <p>teachers adjust lessons to meet diverse student needs, enhancing learning.</p> <p>Partnering with parents strengthens support and improves student outcomes</p> <p>Responsible teachers build trust through ethical behavior and commitment.</p> <p>Strong connections with students and parents create a positive learning environment.</p> <p>Teachers' dedication drives student growth and achievement.</p>
Significance of the influence of professional identity and leadership style to job performance	Confirmed significant influence of professional identity and leadership styles	<p>A clear personal philosophy motivates and directs teaching practices</p> <p>Personal identity helps teachers patiently address the needs of students</p>

	to job performance	<p>and parents.</p> <p>Leadership that fosters harmony with colleagues boosts team collaboration and resource sharing</p> <p>Experienced teachers apply their training and maturity to effectively manage their roles.</p> <p>Strong values and integrity reinforce commitment and inspire professional growth.</p> <p>Past experiences shape teachers' identities, impacting their dedication and effectiveness.</p>
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Significance of the Influence of Professional Identity and Leadership Style to Job Performance of Teachers. The standpoints of the participants on the professional identity and leadership styles to job performance of teachers. Based on the result, the participants confirmed significant influence of professional identity and leadership styles to job performance to teachers.

The participants confirmed that they have a clear personal philosophy motivates and directs teaching practices. Personal identity helps teachers patiently address the needs of students and parents. Leadership that fosters harmony with colleagues boosts team collaboration and resource sharing. Experienced teachers apply their training and maturity to effectively manage their roles. Strong values and integrity reinforce commitment and inspire professional growth. Past experiences shape teachers' identities, impacting their dedication and effectiveness.

Joint Display of Salient Quantitative and Quantitative Results

Shown in Table 4 is the joint display of salient quantitative and qualitative findings. As regards the status of professional identity, leadership styles and job performance of teachers. Based on IDI and FGDs the nature of data integration are connecting- confirming and connecting-discordance.

Table 4
Joint Display of Salient Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Professional Identity	Based on the result of the quantitative strand, the overall mean of professional identity is 3.98 described as high which means that the different professional identity in terms of understanding, Educational level, other professionals and factors are often times observed	Participants confirmed the high level of professional identity. Basing on the interviews and FGD, it could be gathered that educators engage in professional development, adapt methods, support students, collaborate with peers, build relationships with families, and respond to reforms to enhance learning	Connecting-confirmation
Leadership Styles	Based on the result of the quantitative strand of this study, the overall mean of leadership style is 3.99 and it is	Participants confirmed the high level of leadership style. Basing on the interviews and FGD, it could be	Connecting-confirmation

	described as high which means that the different indicators are often times observed	gathered that various leadership styles, including democratic, laissez-faire, and autocratic, facilitate collaboration, trust, responsibility, and adaptability among teachers to effectively meet school goals	
Job Performance	Based on the result of the quantitative strand of this study, the overall mean of job performance is 4.06 and it is described as high which means that the different indicators are often times observed	Participants confirmed the high level of job performance. Basing on the interviews and FGD, it could be gathered that well-prepared and responsible teachers engage students, adapt lessons, build strong relationships with parents, and foster a positive learning environment, driving student growth and achievement	Connecting-confirmation
Significant influence of professional identity and leadership style to job performance	The study revealed that professional identity and leadership styles has a significant influence to job performance of master teacher as regards the factors such as instructional qualities, professional qualities and personal qualities. R = .919 R Square = .845 F = 482.939 p value = .000	Participants confirmed the significant influence of personal identity and leadership style to job performance. Basing on the interviews and FGD, it could be gathered that a clear personal philosophy and strong values motivate teachers' practices, enhance collaboration, and shape their identities, ultimately impacting their effectiveness and commitment to student needs	Connecting-confirmation

Significant influence of personal identity and leadership style to job performance. The study revealed that professional identity and leadership styles has a significant influence to job performance of master teacher as regards the factors such as instructional qualities, professional qualities and personal qualities. Basing on the interviews of IDI and FGD, participants confirmed the significant influence of personal identity and leadership style to job performance. It could be gathered that a clear personal philosophy and strong values motivate teachers' practices, enhance collaboration, and shape their identities, ultimately impacting their effectiveness and commitment to student needs. Consequently, the two are connecting-confirming.

This chapter provides a discussion of the data findings of both quantitative and qualitative phase revealed in Chapter 3. The first part contains the quantitative findings, which discusses the level of professional identity, leadership styles, and job performance. The second part contains the qualitative findings, which bears the discussion of the standpoints of the qualitative participants on the theme that surfaced in the qualitative phase.

Status of Professional Identity

The status of professional identity of master teachers was high which means that professional identity of teachers is oftentimes observed. This indicates that master teachers are well-equipped in their subject matter and pedagogy. They feel capable and competent, but still want to become better. Also, they assess and reflect on themselves to make them more effective in teaching. They assess their methods of teaching, students' performances, and self-development. The result above affirms the statement of Ou and Gu (2024) that teachers with high or strong sense of professional identity are committed to their work and view teaching as a long-term passion rather than merely a job. Additionally, Wong and Lu (2024) indicated that the professional identity of teachers is also reflected in their level of career satisfaction as they find a sense of accomplishment in their work. They are intrinsically motivated when they witness the progress, growth, and academic success of their students.

In addition, Li et al. (2015) and Jue and Ha (2018) showed that strong professional identities are associated with greater pride in one's work, higher levels of commitment to one's career goals, and eventual advancement through one's field and self-realization. Further, Orfali et al. (2024) findings revealed that strong professional identity in higher education highlight the need to integrate them into professional development. This advocates for the design of more personalized training programs and the promotion of continuous learning among teachers as key elements to strengthen this identity and improve pedagogical practice. Moreover, Bara et al. (2018) who argue that the development of strong professional identity arises from the interaction between the individual experiences of teachers and the social, cultural, and institutional context in which they operate.

Status of Leadership Styles

The status of leadership styles was high and it is oftentimes observed suggesting that master teachers inspire and motivate their colleagues by setting high standards and fostering an inclusive and supportive culture. Further, this indicates that master teachers with strong leadership skills set high standards for teaching practices. Their influence encourages continuous improvement and the adoption of effective teaching methodologies among their colleagues. The finding affirms the statement of Northouse (2018) that leaders express a strong preference for leadership and close collaboration with the subordinates to extend their mutual interest rather than reliance on their authority to influence the subordinates to obey what has been dictated to them. In addition, Petersen et al. (2015) and Lunenburg and Ornstein (2021) indicated that in the educational sector, the pertinence and efficacy of strong leadership style rest on the functioning state in which school leaders balance their style with devotees' tasks. Meanwhile, the leadership styles adopted by the principals are diverse and derived from the foundation of locally cultural associations and the context of school settings (Hallinger, 2018; Miller, 2018; Phuc et al., 2020).

Status of Job Performance

The study revealed high level of job performance and oftentimes observed suggesting that Master teachers who perform at a high level are adept at creating effective learning environments that cater to diverse student needs, their expertise in instructional strategies, classroom management, and student engagement leads to better academic performance, higher test scores, and greater overall student achievement. The results coincide with the findings of Burroughs et al. (2022) that experienced teachers are more adept at classroom management and instructional strategies, leading to better student outcomes. Also, teachers with higher levels of professional knowledge, including education and self-reported preparation, are more effective in improving student learning outcomes. Also, Reyes et al. (2022) findings revealed that teachers with high job performance, particularly in areas such as compensation and benefits, leadership of administrators, and social relationships, tend to have higher job performance.

Moreover, Baluyos et al. (2019) indicated that high job performance of teachers in the implementation of education is observed to how well the teacher is prepared for the application and evaluation of the learning process or the teacher's pedagogical knowledge.

Significance of the Influence of Professional Identity and Leadership Styles towards Job Performance

The results of the study revealed professional identity and leadership styles significantly influence job performance. Leaders who support team members' professional identities can unlock potential and drive performance. A school with master teachers feeling empowered and aligned with their values can lead to high job satisfaction, engagement, and performance. The finding affirmed the results of the study conducted by Zhao (2022) indicated that teachers' professional identity significantly affects their job performance. Teachers with a strong sense of professional identity tend to experience higher levels of well-being and job satisfaction. In addition, Wu et al. (2024) that teachers' professional identity positively impacts their career satisfaction, which in turn enhances their job performance.

Meanwhile, the foregoing findings validate the Expectancy theory where this study was anchored. The linear regression analysis results, which show that professional identity and leadership styles significantly affects job performance of teachers. According to this theory, teachers are motivated to perform at higher levels when they believe that their efforts will lead to good performance and that good performance will lead to desired rewards.

The Standpoint of the Participants on the Status of Professional Identity, Leadership Styles, and Job Performance of Teachers

This section provides a discussion of the standpoints of the participants on the salient quantitative results based on the themes based on the explanation of the informants. In this study, the researcher purposively selected 17 participants from the quantitative phase and immersed in an in-depth interview and focus group discussion to verify and confirm the points highlighted from the quantitative findings which led to the development of themes emerged shown in the table.

The Standpoint of the Participants on the Significance of the Influence of Professional Identity and Leadership Styles on Job Performance.

The participants' standpoints on the significant influence of professional identity and leadership styles on job performance provide fascinating new insights from the viewpoints of master teachers. Master teachers' perceptions of the influence of professional identity and leadership styles on their job performance reflect the deep interconnectedness of these factors. Master teachers often recognize that their professional identity and leadership approach are critical to their effectiveness and ability to inspire others. Further, a well-defined professional identity provides a strong sense of mission, guiding their teaching and decision-making. Identity as educators showed commitment to lifelong learning and student success fuels their motivation and dedication to their work. Also, a strong professional identity enhances confidence in their expertise, enabling them to take initiative and innovate. Their deep-rooted sense of self as educators helps them navigate challenges and maintain high performance under pressure.

The result affirms the finding of Wu et al. (2024) found that teachers with a strong professional identity report higher levels of career satisfaction, which positively impacts their job performance. Also, Sun et al. (2022) indicated that professional identity is positively related to work engagement, which in turn enhances job performance.

Data Integration of Quantitative and Qualitative Results

The data integration of quantitative and qualitative results reveals a complex understanding of the experiences of master teachers on their professional identity, leadership styles and job performance. According to the quantitative findings, the qualitative insights

gleaned from interviews and focus groups support the high mean ratings for professional identity and leadership styles. This convergence highlights that these factors shape how teachers approach their responsibilities, interact with students and colleagues, and contribute to their institutions.

The qualitative data validates and confirms the patterns found in the quantitative results, demonstrating integration's connecting and confirmation character. The participants' affirmations of their high professional identity and leadership styles, which match the statistical data, confirmed the observed tendencies. By providing depth and context to the numerical scores and illuminating the viewpoints of master teachers, the qualitative component enhances the quantitative findings.

The level of professional identity with quantitative and qualitative results are connected. This provides a fuller understanding of teachers' professional identity by integrating measurable patterns (quantitative) with in-depth, personal experiences. Also, educational leaders may design initiatives that address both the broad needs of teachers and the nuanced factors influencing their professional identity. Further, professional development programs can be tailored to include these effective practices, improving their impact. The result agrees with the statement of Zhang and Ibrahim (2023) that teachers with a strong professional identity reported higher levels of job satisfaction and self-efficacy. In addition, Zeng and Liu (2024) study found that teachers with a strong professional identity not only reported higher job satisfaction (quantitative) but also provided richer, more detailed narratives about their commitment to teaching and continuous professional development (qualitative).

The level of leadership styles of master teachers with quantitative and qualitative results are connected. This provides measurable data on the prevalence and effectiveness of leadership styles (e.g., democratic, autocratic, laissez-faire), while qualitative findings explore the nuanced perceptions, motivations, and contextual factors behind these styles. Schools may develop leadership frameworks that combine empirical evidence with the lived experiences of teachers to address specific challenges. Further, teacher training programs may be tailored to provide practical tools and strategies that align with the identified effective leadership styles, ensuring better application in classrooms.

The result supports the finding of Saxon (2015) found that teachers under autocratic leadership reported lower job satisfaction and higher stress levels. Also, Sarwar et al. (2022) indicated that laissez-faire leadership styles give complete rights and powers to their followers to make decisions to establish goals and work out the problems and hurdles. In this style, decision-making is passed on to the followers. This style focuses on no interference in the affairs of others.

The level of job performance among master teachers with quantitative and qualitative results are connected. This provide objective, measurable data on teacher performance, such as student achievement scores, classroom observations, attendance, or evaluation ratings. Also, it offers subjective, in-depth insights into the factors that influence performance, such as teachers' motivation, emotional well-being, classroom dynamics, and personal challenges. By connecting both perspectives, educational leaders and policymakers can gain a more complete view of teacher performance, considering both the "what" (outcomes) and the "why" (underlying factors). Moreover, this connection allows schools to identify not only high-performing teachers but also the practices and conditions that make their performance possible, providing a basis for replicating success.

The findings agree with the result of the study of Ibrahim and Sezgin-Nartgun (2020) revealed that teachers who engage in continuous professional development activities show higher job performance levels compared to those who do not. Further, Asif et al. (2020) showed that a positive work environment, characterized by good relationships with

colleagues and administrators, was found to enhance teachers' job performance.

CONCLUSIONS

The following conclusions were forwarded.

1. Considering the status of job performance of master teachers in the public elementary schools in Region XI, the participants perceived that they were highly prepared and thus job performance was oftentimes observed among them. In terms of professional identity, the participants believed that they master communication techniques and valued the recognition that society gives to the teaching profession was oftentimes evident on all occasions. As to leadership styles, the participants accepted suggestions of teachers about policies and plans in the said variable were oftentimes manifested in all conditions.
2. Moreover, both professional identity and leadership styles significantly influenced the job performance of teachers. Thus, educational institutions can encourage teachers' preparedness to embrace diversity for instructional qualities, promote professional qualities, and improves personal qualities that support all teachers' achievement by cultivating high levels of professional identity and leadership styles towards job performance.
3. In the qualitative phase, the high rating of understanding, education level, other professional and factors are emerged for professional identity. Meanwhile, the essential themes emerged for leadership styles were high rating of autocratic leadership, democratic leadership, and laissez faire leadership. Lastly, the emergent themes for job performance included high rating of instructional qualities, professional qualities and personal qualities.
4. Furthermore, the participants recognized the contribution of professional identity to job performance of teachers. Also, participants confirmed that leadership styles could contribute to the teacher's job performance based on the insights shared. As to the data integration, connecting-confirmation was found to exist between the two sets of research findings of all the variables and indicators. additionally, the job performance of teachers is shape by their overall commitment and motivation to deliver their best. Pragmatically, teachers prioritized methods that have demonstrated effectiveness in improving student performance Hence, the quantitative results are generally supported by the qualitative outcomes.

Acknowledgement

The researcher would like to extend her heartfelt gratitude to those who have rendered their support that made this study possible. There are many people to acknowledge, but there are significant individual who has been fundamental to the success of the study.

Dr. Jo-Ann Solomon, her adviser, for her guidance, suggestions and support that made this study successful;

Dr. Avee Joy Dayaganon, Dr. Thelma O. Alderite, Dr. Sylvia J. Pidor; Dr. Nelca Amatong, Dr. Kirk Sonny Gil Heruela , members of the panel committee, for their expertise, comments, and suggestions that immensely helped improve this study;

To the University Research Ethics Committee for sparing their time and effort in sharing their expertise on research ethics matters to ensure that this research complies with the research ethics guidelines that are widely and globally accepted;

To the expert validators for sharing their valuable insights and expertise in developing research instruments;

To DepEd - Region XI Regional Director, Dr. Allan G. Farnazo, CESO IV, schools division superintendents in Region XI, school heads and teachers for their approval and support relevant to the gathering of data necessary for the completion of this study;

To the research participants for taking the time to respond to the survey questionnaire as well as to interviews and focus group discussions;

To her PhD. classmates for their encouragement and pieces of advice that have driven the



researcher to finish her study;

Fellow teachers and friends for their encouragement, assistance, and guidance, all of their inspiring words to boost her confidence in achieving this endeavor. To the people who shared their expertise and suggestions that greatly enhanced the quality of this dissertation journey. Her family for extending their moral support in the making of this study.

To the Dean of the UIC Graduate School, Dr. Mary Jane Amoguis, for her unwavering support and guidance throughout the process of completing this study.

Above all, to the Almighty God, for His unconditional love, guidance, and protection who strengthened the total aspects of the life of the researcher

To God be the glory!

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