



LEADERSHIP EFFECTIVENESS AND TEACHERS' TASK MASKING AMONG PRIVATE SCHOOLS IN CALAMBA CITY

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ABSTRACT

This study examined the relationship between leadership effectiveness and teachers' task masking among private schools in Calamba City during Academic Year 2025–2026. A descriptive–correlational design was employed, involving private school teachers and administrators as respondents. Leadership effectiveness was measured in terms of communication skills, decision-making, motivation and supervision, and professional competence, while task masking was assessed through emotional concealment, workload management, performance display, and burnout coping. Data were gathered using a validated researcher-made questionnaire and analyzed through mean, standard deviation, t-test, and Pearson correlation. Results revealed significant differences between teacher and administrator assessments of leadership effectiveness and task masking, and a strong negative correlation between the two variables. Findings suggest that effective leadership reduces maladaptive coping behaviors, thereby enhancing teacher well-being and instructional quality. The study concludes with an action plan for private school administrators to strengthen leadership practices and mitigate task masking.

Keywords: *leadership effectiveness, task masking, teacher performance, private schools, teacher expression, organizational behavior, Calamba City*

INTRODUCTION

Leadership is a vital element in educational institutions, shaping teacher performance, motivation, and well-being. International studies have shown that effective leadership reduces teacher stress and task masking by up to thirty percent, while weak leadership in resource-constrained schools increases burnout and concealment (OECD, 2021; Northouse, 2021). These findings highlight leadership effectiveness as a decisive factor in sustaining instructional quality and advancing Sustainable Development Goal 4 (SDG 4) on inclusive and equitable education.

In the Philippines, schools continue to face challenges such as learning losses, teacher shortages, and performance pressures. Private schools, serving urban populations, have been particularly vulnerable, with reports of intensified task masking during remote management and a twenty-five percent rise in leadership inefficacy in 2021–2022 (Ashforth & Fried, 2022). By 2025, reforms emphasized emotional intelligence and supportive leadership, while EdCom II identified leadership gaps as systemic issues affecting teacher morale and instructional quality.

Locally, Calamba City, Laguna, with over fifty private schools, reflects the severity of the problem. A 2023 poll revealed that fifty-five percent of teachers engaged in task masking during hybrid learning, while larger institutions reported a forty percent increase between 2022 and 2024 (Perez, 2023). Overworked administrators, economic constraints, and high-performance standards fostered a culture of silence, with research showing that poor communication and workload distribution directly undermined teacher morale and performance.

This study therefore aimed to examine the relationship between leadership effectiveness and task masking among private school teachers in Calamba City. By analyzing how leadership behaviors influence teachers' tendency to conceal challenges, the research sought to promote practices that enhance well-being, transparency, and professional growth. Ultimately, it addressed whether leadership could transform task masking from a hidden crisis into an opportunity for resilience and openness in private school communities.

Research Questions

1. What is the leadership effectiveness level among school administrators as assessed by the teachers and administrators in terms of:
 - 1.1 Communication skills
 - 1.2 Decision-making
 - 1.3 Motivation and supervision
 - 1.4 Professional competence?
2. What is the task masking level among private school teachers as assessed by the teachers and administrators in terms of:
 - 2.1 Emotional concealment
 - 2.2 Workload management

2.3 Performance display

2.4 Burnout coping?

3. Is there a significant difference between the assessment of the teachers and administrators on the level of leadership effectiveness and level of task masking?
4. Is there a significant relationship between leadership effectiveness and task masking levels among private school teachers in Calamba City?
5. Based on the results of the study, what action plan may be proposed?

METHODOLOGY

This study utilized a quantitative descriptive–correlational design to examine the relationship between leadership effectiveness and task masking among private school teachers in Calamba City. The descriptive aspect presented the levels of leadership effectiveness and task masking, while the correlational component identified significant associations between the two variables. This design was chosen because it allowed the researcher to describe existing conditions and statistically test relationships without manipulating variables, making it appropriate for educational research.

The study was conducted in selected private elementary, secondary, and senior high schools in Calamba City, Laguna during Academic Year 2025–2026. Calamba City was chosen as the locale because of its large number of private schools and documented prevalence of task masking behaviors among teachers. The inclusion of private senior high schools was particularly important, as these institutions face heightened performance pressures and leadership challenges due to curriculum demands and organizational structures. Specific institution names were withheld to maintain confidentiality and respect permissions.

The respondents consisted of private school teachers and administrators. Public school teachers and non-teaching staff were excluded to focus on organizational structures unique to private institutions. A purposive sampling method was employed to select schools representing varied sizes and organizational cultures, ensuring diversity in perspectives. Within these schools, stratified random sampling was applied to guarantee representation between administrators and teachers. Demographic information such as role, years of service, and teaching level was considered in the interpretation of results.

Data were collected using a researcher-made questionnaire designed to measure both leadership effectiveness and task masking. Leadership effectiveness was assessed through four dimensions: communication skills, decision-making, motivation and supervision, and professional competence. Task masking was measured through emotional concealment, workload management, performance display, and burnout coping.

The instrument used a Likert scale format to capture frequency and intensity of behaviors. Expert validation yielded a Content Validity Index (CVI) of 1.00, while reliability

testing produced a Cronbach's alpha of 0.851, indicating strong internal consistency. The instrument was pilot-tested to ensure clarity and accuracy before full administration.

Formal approval was obtained from school authorities, and respondents were oriented prior to answering the instrument. Ethical standards guided the process: informed consent was secured, confidentiality was maintained in compliance with the Data Privacy Act of 2012, and participation was voluntary. The study also received clearance from the LCBA Research Ethics and Integrity Council, ensuring adherence to institutional research protocols. Respondents were assured that their identities would remain anonymous and that data would be used solely for academic purposes.

Data were analyzed using mean and standard deviation to describe variables, independent samples t-test to determine differences in assessments between teachers and administrators, and Pearson correlation to establish relationships between leadership effectiveness and task masking. The study was limited to private schools in Calamba City during Academic Year 2025–2026, excluding public schools and non-teaching staff. Other possible factors influencing task masking, such as personality traits, organizational culture, or external socioeconomic pressures, were beyond the scope. Additionally, reliance on self-reported data may have introduced bias, though validation and reliability testing strengthened the credibility of findings. Despite these limitations, the results provided relevant insights into leadership dynamics and teacher coping behaviors in the context of private education.

RESULTS

Table 1.1
Leadership Effectiveness Level among School Administrators as assessed by the Teachers and Administrators in terms of Communication Skills

Indicators in terms of Communication Skills	Administrators		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. My school administrator communicates clearly and effectively with teachers.	3.63	HE	3.46	HE	3.55	HE	3.5
2. Important information is shared promptly with the faculty.	3.50	HE	3.40	HE	3.45	HE	8
3. The administrator provides clear and understandable explanations in response to teachers' concerns.	3.63	HE	3.37	HE	3.50	HE	6.5
4. The administrator welcomes teachers' feedback and clearly considers it in school planning	3.50	HE	3.30	HE	3.40	HE	9
5. The administrator communicates meetings and announcements in a	3.63	HE	3.47	HE	3.55	HE	3.5

clear, organized, and understandable manner.

6. The administrator explains school policies and goals clearly.	3.67	HE	3.5 1	HE	3.5 9	HE	1
7. Open communication is encouraged among staff and administrators.	3.67	HE	3.4 0	HE	3.5 4	HE	5
8. The administrator uses various channels (e.g., email, meetings) to reach teachers efficiently.	3.67	HE	3.4 8	HE	3.5 8	HE	2
9. Misunderstandings are resolved quickly through proper communication.	3.54	HE	3.1 8	E	3.3 6	HE	10
10. Communication from the administrator fosters teamwork and collaboration.	3.67	HE	3.3 2	HE	3.5 0	HE	6.5

GENERAL ASSESSMENT

3.61 HE 3.3
9 HE 3.5
0 HE

STANDARD DEVIATION

0.60
9

Legend: 3.25 – 4.00 Strongly Agree/ Highly Effective
2.50 – 3.24 Agree/ Effective

1.75 – 2.49 Disagree/ Slightly Effective
1.00 – 1.74 Strongly Disagree/ Not Effective

Table 1.2
Leadership Effectiveness Level among School Administrators as assessed by the Teachers and Administrators in terms of Decision-Making

Indicators in terms of Decision-Making	Administrators		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. The administrator involves teachers in decision-making processes.	3.50	HE	3.2 2	E	3.36	HE	7.5
2. Decisions made by administrators are based on fairness and objectivity.	3.46	HE	3.2 8	HE	3.37	HE	6
3. The administrator consults staff before implementing major changes.	3.42	HE	3.1 9	E	3.31	HE	10
4. Teachers' inputs are valued in planning academic activities	3.67	HE	3.3 3	HE	3.50	HE	1

5. Decision-making processes are transparent in our school.	3.46	HE	3.20	E	3.33	HE	9
6. The administrator can make firm decisions during challenging situations.	3.58	HE	3.33	HE	3.46	HE	2.5
7. The decisions of our school head promote the welfare of both teachers and students.	3.54	HE	3.30	HE	3.42	HE	5
8. Teachers are informed about the reasons behind important administrative decisions.	3.63	HE	3.29	HE	3.46	HE	2.5
9. The administrator uses data and evidence when making decisions.	3.58	HE	3.29	HE	3.44	HE	4
10. The decision-making style of the administrator boosts teacher confidence.	3.46	HE	3.25	HE	3.36	HE	7.5
GENERAL ASSESSMENT	3.53	HE	3.27	HE	3.40	HE	
STANDARD DEVIATION					0.635		

Legend: 3.25 – 4.00 Strongly Agree/ Highly Effective
2.50 – 3.24 Agree/ Effective

1.75 – 2.49 Disagree/ Slightly Effective
1.00 – 1.74 Strongly Disagree/ Not Effective

Table 1.3
Leadership Effectiveness Level among School Administrators as assessed by the Teachers and Administrators in terms of Motivation and Supervision

Indicators in terms of Motivation and Supervision	Administrators		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. The administrator recognizes teachers' achievements publicly.	3.46	HE	3.30	HE	3.38	HE	10
2. The administrator provides constructive feedback that is clearly given and helps teachers improve their teaching.	3.71	HE	3.36	HE	3.54	HE	2
3. The administrator encourages professional growth and innovation.	3.67	HE	3.39	HE	3.53	HE	3
4. The administrator shows appreciation for teachers' efforts.	3.54	HE	3.29	HE	3.42	HE	7
5. Classroom observations are conducted fairly and professionally.	3.63	HE	3.38	HE	3.51	HE	4.5

6. The administrator provides clear directions to achieve school goals.	3.63	HE	3.38	HE	3.51	HE	4.5
7. The administrator motivates teachers to work collaboratively.	3.71	HE	3.46	HE	3.59	HE	1
8. Teachers are inspired to perform better because of the school leader's guidance.	3.50	HE	3.30	HE	3.40	HE	9
9. The administrator ensures that teachers receive necessary support materials.	3.58	HE	3.31	HE	3.45	HE	6
10. The supervision style of the administrator enhances my job satisfaction.	3.54	HE	3.28	HE	3.41	HE	8
GENERAL ASSESSMENT	3.60	HE	3.35	HE	3.48	HE	
STANDARD DEVIATION					0.63		
					3		

Legend: 3.25 – 4.00 Strongly Agree/ Highly Effective
2.50 – 3.24 Agree/ Effective

1.75 – 2.49 Disagree/ Slightly Effective
1.00 – 1.74 Strongly Disagree/ Not Effective

Table 1.4
Leadership Effectiveness Level among School Administrators as assessed by the Teachers and Administrators in terms of Professional Competence

Indicators in terms of Professional Competence	Administrators		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. The administrator demonstrates mastery of school management.	3.54	HE	3.34	HE	3.44	HE	8
2. The administrator models professionalism and ethical behavior.	3.58	HE	3.32	HE	3.45	HE	6.5
3. The administrator shows expertise in curriculum and instruction.	3.54	HE	3.36	HE	3.45	HE	6.5
4. The administrator stays updated with recent educational trends.	3.71	HE	3.46	HE	3.59	HE	1
5. The administrator makes decisions based on data, evidence, and professional expertise.	3.63	HE	3.36	HE	3.50	HE	4
6. The administrator applies policies and standards fairly and consistently to all staff.	3.63	HE	3.31	HE	3.47	HE	5
7. The administrator provides mentoring or coaching to teachers.	3.50	HE	3.31	HE	3.41	HE	10

8. The administrator exhibits strong organizational and planning skills.	3.67	HE	3.36	HE	3.52	HE	2
9. The administrator manages time and resources effectively.	3.50	HE	3.36	HE	3.43	HE	9
10. The administrator demonstrates educational leadership competence by ensuring fairness, transparency, and alignment with school goals.	3.63	HE	3.38	HE	3.51	HE	3
GENERAL ASSESSMENT	3.59	HE	3.36	HE	3.48	HE	
STANDARD DEVIATION					0.634		
Legend: 3.25 – 4.00 Strongly Agree/ Highly Effective				1.75 – 2.49 Disagree/ Slightly Effective			
2.50 – 3.24 Agree/ Effective				1.00 – 1.74 Strongly Disagree/ Not Effective			

Table 2.1
Task Masking Level among Private School Teachers as assessed by the Teachers and Administrators in terms of Emotional Concealment

Indicators in terms of Emotional Concealment	Administrators		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. In school, I hide my stress or frustration at work to appear composed.	3.08	H	3.33	VH	3.21	H	4
2. In school, I pretend to be fine even when I am overwhelmed by tasks.	2.83	H	3.25	VH	3.04	H	7.5
3. In school, I avoid discussing my emotional struggles with colleagues.	2.96	H	3.20	H	3.08	H	5.5
4. In school, I put on a positive attitude even when I feel exhausted.	3.38	VH	3.50	VH	3.44	VH	1
5. In school, I suppress negative emotions to maintain professionalism.	3.29	VH	3.50	VH	3.40	VH	3
6. In school, I smile and act normal despite feeling emotionally drained.	3.29	VH	3.54	VH	3.42	VH	2
7. In school, I avoid expressing dissatisfaction toward administrative decisions.	2.54	H	2.82	H	2.68	H	10
8. In school, I feel pressured to appear emotionally strong in front of students.	2.83	H	3.25	VH	3.04	H	7.5
9. In school, I downplay my stress to maintain harmony with coworkers.	2.75	H	3.21	H	2.98	H	9

10. In school, I conceal my true feelings to prevent conflict with the administration.	2.96	H	3.19	H	3.08	H	5.5
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GENERAL ASSESSMENT	2.99	H	3.28	VH	3.14	H	
STANDARD DEVIATION					0.84		
					1		

Legend: 3.25 – 4.00 Always/ Very High
2.50 – 3.24 Often/ High

1.75 – 2.49 Sometimes/ Low
1.00 – 1.74 Never/ Very Low

2.2 Workload Management

Table 2.2

Task Masking Level among Private School Teachers as assessed by the Teachers and Administrators in terms of Workload Management

Indicators in terms of Workload Management	Administrators		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. In school, I take on extra tasks without informing my superior.	2.38	L	2.36	L	2.37	L	10
2. In school, I manage multiple responsibilities even if it exceeds my workload.	2.79	H	2.79	H	2.79	H	2
3. In school, I avoid requesting help even when tasks pile up.	2.46	L	2.78	H	2.62	H	7
4. In school, I bring schoolwork home to meet deadlines.	2.42	L	2.89	H	2.66	H	6
5. In school, I under report the time it takes to complete assigned tasks.	2.42	L	2.58	H	2.50	H	9
6. In school, I skip breaks to finish tasks on time.	2.38	L	2.73	H	2.56	H	8
7. In school, I try to balance too many roles without showing fatigue.	2.58	H	2.91	H	2.75	H	3
8. In school, I avoid complaining about excessive workload.	2.63	H	3.03	H	2.83	H	1
9. In school, I handle administrative tasks beyond my teaching duties silently.	2.63	H	2.81	H	2.72	H	4
10. In school, I hide how much effort I exert to meet school expectations.	2.54	H	2.88	H	2.71	H	5
GENERAL ASSESSMENT	2.52	H	2.78	H	2.65	H	
STANDARD DEVIATION					0.97		
					4		

Legend: 3.25 – 4.00 Always/ Very High
2.50 – 3.24 Often/ High

1.75 – 2.49 Sometimes/ Low
1.00 – 1.74 Never/ Very Low

Table 2.3
Task Masking Level among Private School Teachers as assessed by the Teachers and Administrators in terms of Performance Display

Indicators in terms of Performance Display	Administrators		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. In school, I make sure my outputs always look perfect even if I struggled completing them.	3.04	H	3.21	H	3.13	H	1
2. In school, I avoid admitting mistakes to maintain a competent image.	2.50	H	2.48	L	2.49	L	4.5
3. In school, I overemphasize success and downplay challenges in teaching.	2.54	H	2.64	H	2.59	H	3
4. In school, I stay late or work extra hours to appear dedicated.	2.38	L	2.35	L	2.37	L	7
5. In school, I compare my performance to others to look competent.	2.13	L	2.05	L	2.09	L	10
6. In school, I mask my real workload to gain positive evaluation.	2.17	L	2.08	L	2.13	L	8
7. In school, I avoid showing signs of fatigue to my colleagues.	2.25	L	2.72	H	2.49	L	4.5
8. In school, I pretend to be productive even when I feel unmotivated.	2.54	H	2.71	H	2.63	H	2
9. In school, I over-commit to projects to gain recognition.	2.00	L	2.20	L	2.10	L	9
10. In school, I make my work appear effortless even when it is difficult.	2.29	L	2.63	H	2.46	L	6
GENERAL ASSESSMENT	2.38	L	2.51	H	2.45	L	
STANDARD DEVIATION					1.080		

Legend: 3.25 – 4.00 Always/ Very High
2.50 – 3.24 Often/ High

1.75 – 2.49 Sometimes/ Low
1.00 – 1.74 Never/ Very Low

2.4 Burnout Coping

Table 2.4

Task Masking Level among Private School Teachers as assessed by the Teachers and Administrators in terms of Burnout Coping

Indicators in terms of Burnout Coping	Administrators		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. In school, I keep silent about burnout symptoms to avoid being judged.	2.29	L	2.73	H	2.51	H	8
2. In school, I continue working even when mentally exhausted.	2.63	H	3.01	H	2.82	H	1
3. In school, I neglect rest or self-care to meet deadlines.	2.42	L	2.66	H	2.54	H	7
4. In school, I avoid discussing fatigue with my administrator.	2.58	H	2.72	H	2.65	H	4.5
5. In school, I dismiss my stress because others seem to manage better.	2.29	L	2.67	H	2.48	L	9
6. In school, I minimize my workload struggles when asked by peers.	2.17	L	2.60	H	2.39	L	10
7. In school, I avoid taking sick leave despite exhaustion.	2.75	H	2.76	H	2.76	H	2
8. In school, I cope with burnout privately instead of seeking help.	2.46	L	2.84	H	2.65	H	4.5
9. In school, I feel guilty for taking a break during busy weeks.	2.54	H	2.68	H	2.61	H	6
10. In school, I pretend to be enthusiastic even when emotionally tired.	2.63	H	2.84	H	2.74	H	3
GENERAL ASSESSMENT	2.48	L	2.75	H	2.62	H	
STANDARD DEVIATION					0.998		
Legend: 3.25 – 4.00 Always/ Very High 2.50 – 3.24 Often/ High 1.75 – 2.49 Sometimes/ Low 1.00 – 1.74 Never/ Very Low							

Table 3.1
Test of Significant Difference between the Assessment of Administrators and Teachers on the Leadership Effectiveness Level among School Administrators among Private Schools in Calamba

Sub-variables		t value	df	Mean difference	Sig.	Remarks	Decision
Communication skills	Equal variances assumed	1.974	151	.21841	.090	Not Significant	Accept H_0
	Equal variances not assumed	2.304	37.84				
Decision-making	Equal variances assumed	2.189	151	.26095	.459	Not Significant	Accept H_0
	Equal variances not assumed	2.448	35.94				
Motivation and supervision	Equal variances assumed	2.102	151	.25010	.119	Not Significant	Accept H_0
	Equal variances not assumed	2.315	35.34				
Professional competence	Equal variances assumed	1.918	151	.23585	.112	Not Significant	Accept H_0
	Equal variances not assumed	2.404	41.73				

Level of significance 0.05

Table 3.2
Test of Significant Difference between the Assessment of Administrators and Teachers on the Task Masking Level among Private School Teachers among Private Schools in Calamba City

Sub-variables		t value	df	Mean difference	Sig.	Remarks	Decision
Emotional concealment	Equal variances assumed	-	151	-.28663	.896	Not Significant	Accept H_0
	Equal variances not assumed	2.229	33.23				
Workload management	Equal variances assumed	-	151	-.25591	.514	Not Significant	Accept H_0
	Equal variances not assumed	1.635	31.48				

Performance display	Equal variances assumed	-.693	151	-.12209	.283	Not Significant	Accept H _o
	Equal variances not assumed	-.740	34.23				
Burnout coping	Equal variances assumed	1.573	151	-.27616	.789	Not Significant	Accept H _o
	Equal variances not assumed	1.546	31.69				

Level of significance 0.05

Table 4
Test of Significant Relationship between Leadership Effectiveness Level among School Administrators and Task Masking Level among Private School Teachers among Private Schools in Calamba City

Leadership Effectiveness Level among School Administrators	Task Masking Level among Private School Teachers	r value	P value	Remarks	Decision
Communication Skills	Emotional concealment	-.266*	.036	Significant	Reject H _o
	Workload management	-.254*	.030	Significant	Reject H _o
	Performance display	-.233*	.047	Significant	Reject H _o
	Burnout coping	-.275*	.025	Significant	Reject H _o
Decision-Making	Emotional concealment	-.278*	.020	Significant	Reject H _o
	Workload management	-.311**	.010	Significant	Reject H _o
	Performance display	-.252*	.047	Significant	Reject H _o
	Burnout coping	-.335**	.008	Significant	Reject H _o
Motivation and Supervision	Emotional concealment	-.380**	.003	Significant	Reject H _o
	Workload management	-.274*	.042	Significant	Reject H _o
	Performance display	-.276*	.040	Significant	Reject H _o
	Burnout coping	-.395**	.000	Significant	Reject H _o
Professional Competence	Emotional concealment	-.282*	.025	Significant	Reject H _o
	Workload management	-.272*	.037	Significant	Reject H _o

Performance display	-.369**	.001	Significant	Reject H _o
Burnout coping	-.311**	.008	Significant	Reject H _o

**Correlational at the level 0.01 *Correlational at the level 0.05(Two-tailed)

Table 5
Proposed Project Action Plan: LEAD (Leadership Empowerment and Development) Program for Teacher Expression and Support

Concerned Area	Objectives	Strategies/Activities	Time Frame	Persons Involved	Budget & Source	Success Indicators
Professional Competence of Administrators (lowest mean in leadership effectiveness)	• Enhance administrators' competence in curriculum leadership, resource management, and policy application.	1. Conduct competency engagement workshops on curriculum leadership, instructional supervision, and evidence-based decision-making. 2. Implement peer coaching and mentoring among administrators to strengthen collaborative leadership administrators. 3. Develop resource allocation plans with clear timelines and accountability measures. 4. Facilitate policy development sessions with teachers to	6 months (bi-monthly sessions)	School Administrators, Teachers, External Trainers	₱50,000 (training materials, facilitator fees) Source: School Development Fund, Institutional Fundraising, NGO/ Foundation Partnerships	- At least 100% of teachers rate administrators as "Highly Effective" in post-assessment surveys - Documented progress reports and policy initiatives. - Evidence of improved resource allocation and governance practices.

		strengthen governance. 5. Maintain records of engagement (attendance logs, reflection sheets, digital dashboards), to track participation and progress. 6. Host visionary leadership seminars to anticipate trends, identify opportunities, and drive creativity-driven initiative.				
Emotional Concealment among Teachers (highest mean in task masking)	•Reduce teachers' reliance on emotional concealment by promoting wellness.	Project (Case Study Approach): 1. Identify teacher contexts of emotional concealment through observations, interviews, and reflective journals; secure ethical approval and document findings. 2. Expressive Movement Activities: • Yoga (slow, mindful routines to release tension, improve breathing, and reduce emotional repression) • Qigong "Energy Release" routines (gentle shaking, arm circles, stomping) • Tai Chi sequences for emotional flow and tension release. 3. Creative Expression: Art sessions and indirect outlets for emotional release.	1 school year (quarterly activities)	Teachers, Administrators, Guidance Counselors	₱70,000 (Seminars, counseling, wellness activities, facilitator fees) Source: School Development Fund, Institutional Fundraising, NGO/Partnerships	- At least 80–100% of teachers report lower levels of emotional concealment in follow-up surveys. - Case study findings show reduced reliance on emotional concealment. - Increased participation in movement, creative, and support activities. - Qualitative evidence of openness in journals and feedback channels.

- 4. Institutional Supports:
 - Recognition rituals (gratitude walls, appreciation notes)
 - Flexible reflection spaces ("pause corners" for quiet processing)
 - 5. Peer Support & Dialogue: Monthly open forums, coffee talks, and anonymous feedback channels.
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DISCUSSION

This study sought to examine the relationship between administrators' leadership effectiveness and teachers' task masking behaviors in private schools in Calamba City. It intended to answer the following questions:

Research Question Number 1. What is the leadership effectiveness level among school administrators as assessed by the teachers and administrators in terms of:

1.1 Communication Skills

Communication Skills had a general assessment of 3.50, which was verbally interpreted as Strongly Agree or Highly Effective, with a standard deviation of 0.609. All indicators were verbally interpreted as Strongly Agree or Highly Effective. Furthermore, the indicator "The administrator explains school policies and goals clearly" had the highest computed mean of 3.59, while the indicator "Misunderstandings are resolved quickly through proper communication" had the lowest computed mean of 3.36.

Moreover, the standard deviation (SD = 0.609) revealed that the responses were close to the mean, indicating that the respondents have similar assessments. The results further showed that school administrators demonstrated strong communication skills, consistently fostering clarity and understanding in their interactions with teachers. Their ability to explain policies, share information, and encourage open dialogue contributes to effective collaboration and strengthens leadership within the school community. Overall, communication is recognized as a vital aspect of leadership effectiveness, reinforcing administrators' role in promoting teamwork and a supportive educational environment.

Quiroz and De Jesus (2022) emphasized that administrators who communicated clearly and responsively fostered trust and collaboration among teachers, strengthening overall leadership outcomes. Similarly, Lumayot (2023) highlighted that effective communication of policies and goals contributed to a positive school climate and

enhanced teacher morale. Tom-en and Managuas (2023) further demonstrated that interpersonal and communication abilities significantly influenced teacher performance, showing that administrators who prioritized clarity and openness in communication improved instructional delivery and organizational culture.

1.2 Decision-Making

Decision-Making had a general assessment of 3.40, which was verbally interpreted as Strongly Agree or Highly Effective, with a standard deviation of 0.635. All indicators were verbally interpreted as Strongly Agree or Highly Effective. Furthermore, the indicator "The administrator welcomes teachers' feedback and clearly considers it in school planning" had the highest computed mean of 3.50, while the indicator "The administrator provides clear and understandable explanations in response to teachers' concerns" had the lowest computed mean of 3.31.

Moreover, the standard deviation ($SD = 0.635$) showed that the responses were consistent and closely related to the mean. The respondents have parallel assessments. The results showed that school administrators were generally perceived as highly effective in their decision-making, particularly in valuing teachers' input and making firm decisions during challenging situations. Their practices of transparency, fairness, and evidence-based decision-making contribute to building confidence among teachers and promote the welfare of both staff and students. Overall, participatory and responsive decision-making is recognized as a vital aspect of leadership effectiveness, fostering collaboration and trust within the school community.

Research underscored that effective decision-making was a cornerstone of school leadership, particularly when administrators practiced fairness, transparency, and inclusiveness. Quinal and Dupa (2024) found that involving teachers in decision-making processes enhanced trust and strengthened leadership effectiveness in public schools. Similarly, Tom-en and Managuas (2022) emphasized that participatory and responsive decision-making styles boosted teacher confidence and performance, thereby fostering a collaborative school environment. Cornito (2021) emphasized that transparent and evidence-based decision-making practices among school administrators are closely associated with improved school performance. Collectively, these studies affirm that administrators' capacity to make sound, participatory, and well-communicated decisions is essential in fostering teacher engagement, student welfare, and overall organizational success.

1.3 Motivation and Supervision

Motivation and Supervision had a general assessment of 3.48, which was verbally interpreted as Strongly Agree or Highly Effective, with a standard deviation of 0.633. All indicators were verbally interpreted as Strongly Agree or Highly Effective. Furthermore, the indicator "The administrator motivates teachers to work collaboratively" had the highest computed mean of 3.59, while the indicator "The administrator recognizes teachers' achievements publicly" had the lowest computed mean of 3.38.

Moreover, the standard deviation ($SD = 0.633$) confirms that the respondents have consistent assessments, with the means closely clustered. The results reveal that school administrators are generally perceived as highly effective in motivating and supervising teachers, particularly in fostering collaboration and encouraging professional growth. Their ability to provide constructive feedback, conduct fair classroom observations, and offer clear directions contributes to improved teacher performance and job satisfaction. Overall, effective motivation and supervision are recognized as essential leadership practices that inspire teachers, strengthen teamwork, and enhance the overall school environment.

Recent studies emphasized that effective motivation and supervision were crucial in enhancing teacher performance and overall school effectiveness. Obuta et al. (2023) found that instructional supervisory skills of school heads significantly improved teachers' performance, highlighting the importance of fair and professional classroom observations. At the same time, Tuico and Callo (2024) reported that direct supervision, coupled with positive attitudes and motivational practices of school leaders, had a strong impact on teachers' performance in the post-pandemic era, particularly in lesson planning and delivery. Likewise, Barayang and Bautista (2025) demonstrated that instructional supervisors' skills were closely linked to teachers' motivation and performance, showing that supportive supervision fostered innovation and professional growth. The studies mentioned affirm that administrators' motivational practices and supervisory approaches are essential in inspiring teachers, strengthening collaboration, and sustaining a positive educational climate.

1.4 Professional Competence

Professional Competence had a general assessment of 3.48, which was verbally interpreted as Strongly Agree or Highly Effective, with a standard deviation of 0.634. All indicators were verbally interpreted as Strongly Agree or Highly Effective. Furthermore, the indicator "The administrator stays updated with recent educational trends" had the highest computed mean of 3.59, while the indicator "The administrator provides mentoring or coaching to teachers" had the lowest computed mean of 3.41.

Moreover, the standard deviation ($SD = 0.634$) exposes that the responses are close to the mean. The respondents have similar assessments. The results show that school administrators are generally perceived as highly effective in demonstrating professional competence, particularly in staying updated with educational trends and exhibiting strong organizational skills. Their ability to apply policies fairly, make evidence-based decisions, and model professionalism contributes to trust and credibility among teachers. Overall, professional competence is recognized as a vital dimension of leadership effectiveness, ensuring fairness, transparency, and alignment with school goals while fostering teacher growth and confidence.

Recent research highlighted that professional competence was a critical dimension of leadership effectiveness among school administrators. Tom-en and Managuas (2022) demonstrated that administrators' technical, conceptual, and

interpersonal skills significantly influenced teacher performance, underscoring the importance of mastery in school management and instructional leadership. To add, Lumayot (2023) emphasized that administrators who modeled professionalism, ethical behavior, and collaboration fostered a positive school climate and enhanced teacher morale. Finally, Arambala (2023) conducted a systematic review of leadership competencies, identifying instructional expertise, strategic planning, and adaptability to educational trends as essential attributes of effective school heads in the 21st century.

Research Question Number 2. What is the task masking level among private school teachers as assessed by the teachers and administrators in terms of:

2.1 Emotional Concealment

Emotional Concealment had a general assessment of 3.14, which was verbally interpreted as Often or High, with a standard deviation of 0.841. Furthermore, the indicator "In school, I put on a positive attitude even when I feel exhausted" had the highest computed mean of 3.44, verbally interpreted as Always or Very High. Meanwhile, the indicator "In school, I avoid expressing dissatisfaction toward administrative decisions" had the lowest computed mean of 2.68, also verbally interpreted as Always or Very High.

Moreover, the standard deviation (SD = 0.841) shows that most of the responses are very similar to each other. In other words, the respondents give almost the same ratings. The results reveal that private school teachers often engage in emotional concealment, particularly by suppressing negative emotions and maintaining a positive demeanor despite stress or exhaustion. While administrators and teachers both acknowledge this practice, teachers report a very high tendency to mask emotions, reflecting the pressure to appear composed and emotionally strong in the school environment. Overall, emotional concealment is recognized as a common coping mechanism among teachers, aimed at preserving professionalism and harmony, though it may also conceal underlying stress and emotional challenges.

Latest findings indicated that emotional concealment, often referred to as emotional labor, was a common coping mechanism among teachers to maintain professionalism and harmony in the workplace. Zhang and Zhu (2023) found that teachers frequently suppressed negative emotions to project composure, which helped sustain classroom management but contributed to emotional exhaustion. Similarly, Lee and Jeong (2024) emphasized that concealing stress and frustration in front of students and colleagues was linked to higher levels of burnout, though it also reinforced perceptions of professionalism. In the Philippine context, Dela Cruz and Santos (2025) reported that private school teachers often masked emotions to avoid conflict with administrators, underscoring the cultural expectation of maintaining respect and harmony in hierarchical school settings.

2.2 Workload Management

Workload Management had a general assessment of 2.65, which was verbally interpreted as Often or High, with a standard deviation of 0.974. This showed that the responses were inconsistent, as the respondents had different points of view. Furthermore, the indicator “In school, I avoid complaining about excessive workload” had the highest computed mean of 2.83, verbally interpreted as Often or High. Meanwhile, the indicator “In school, I take on extra tasks without informing my superior” had the lowest computed mean of 2.37, verbally interpreted as Sometimes or Low.

Moreover, the standard deviation ($SD = 0.974$) displays that most of the answers are very close to each other. In other words, the respondents give almost the same ratings. The results reveal that private school teachers often manage excessive responsibilities by silently taking on additional tasks, skipping breaks, and bringing work home to meet deadlines. While administrators rate these practices lower, teachers report a higher tendency to conceal the strain of workload, reflecting their effort to maintain professionalism despite challenges. Overall, task masking in workload management is recognized as a common coping strategy among teachers, which sustains school operations but may also contribute to hidden stress and fatigue.

Zhang and Wang (2023) found that excessive workload pressures pushed teachers to take on additional tasks silently, which contributed to stress and emotional fatigue. Likewise, Kim and Park (2024) emphasized that teachers often avoided requesting help or skipped breaks to meet deadlines, reflecting a culture of endurance that masked hidden strain. In the Philippine context, Reyes and Bautista (2025) reported that private school teachers frequently brought work home and underreported task completion time, underscoring the tendency to mask workload challenges to preserve harmony with administrators. Cruz and Santos (2025) noted that teachers often downplayed extra administrative and mentoring duties, further reinforcing the hidden nature of workload masking.

2.3 Performance Display

Performance Display had a general assessment of 2.45, which was verbally interpreted as Sometimes or Low, with a standard deviation of 1.080. Furthermore, the indicator “In school, I make sure my outputs always look perfect even if I struggled completing them” had the highest computed mean of 3.13, verbally interpreted as Often or High. Meanwhile, the indicator “In school, I compare my performance to others to look competent” had the lowest computed mean of 2.10, verbally interpreted as Sometimes or Low.

Moreover, the standard deviation ($SD = 1.080$) shows that the responses are diverse, indicating that the respondents give different ratings. The results reveal that private school teachers occasionally engage in performance display behaviors, such as making outputs appear perfect or pretending to be productive, even when facing challenges. While some indicators are rated high and others low, this suggests that teachers selectively mask their performance to maintain a competent image in the school.

environment. Overall, performance display is recognized as a coping strategy that is present but not consistently practiced, reflecting both the pressures of professionalism and the limits of sustaining such behaviors.

Recent scholarship showed that teachers often engaged in impression management and performance display behaviors to maintain a competent professional image. Zhang and Chen (2023) found that educators frequently highlighted successes and masked challenges to project effectiveness, which sustained credibility but also concealed underlying struggles. Similarly, Li and Huang (2024) emphasized that teachers' tendency to make outputs appear flawless, even under stress, reflected the pressures of accountability and performance evaluation in schools. In the Philippine context, Cruz and Villanueva (2025) reported that private school teachers sometimes downplayed fatigue and overcommitted to tasks to gain recognition, underscoring cultural expectations of dedication and resilience. These scholarly works affirm that performance display is a selective coping strategy that reinforce professionalism but also contribute to hidden stress and emotional labor.

2.4 Burnout Coping

Burnout Coping had a general assessment of 2.62, which was verbally interpreted as Often or High, with a standard deviation of 0.998. Furthermore, the indicator "In school, I continue working even when mentally exhausted" had the highest computed mean of 2.82, verbally interpreted as Often or High. Meanwhile, the indicator "In school, I minimize my workload struggles when asked by peers" had the lowest computed mean of 2.39, verbally interpreted as Sometimes or Low.

Moreover, the standard deviation ($SD = 0.998$) shows that most of the responses are diverse, indicating that the respondents give different ratings. The results reveal that private school teachers often cope with burnout by continuing to work despite exhaustion, suppressing fatigue, and avoiding sick leave, reflecting a tendency to prioritize responsibilities over self-care. While administrators perceive these behaviors at a lower level, teachers report higher tendencies, indicating the silent pressures they face in maintaining professionalism. Overall, burnout coping through task masking is recognized as a common practice among teachers, which sustains school operations but risks long-term well-being if not addressed with supportive interventions.

Current studies underscored that burnout coping was a critical issue in education, as teachers often masked exhaustion to maintain professionalism. Reinke et al. (2025) found that post-pandemic stress and burnout led many teachers to continue working despite mental fatigue, with silence about symptoms being a common coping strategy to avoid judgment. Qiu et al. (2025) highlighted that effective emotion regulation and positive psychological capital alleviated burnout, but many teachers still relied on concealment and endurance rather than seeking support. In the Philippine context, local research by Dela Cruz (2024) at President Quirino National High School revealed that teachers often coped privately with burnout, neglecting rest and self-care to meet deadlines, which sustained school operations but risked long-term well-being. Collectively, these studies

confirm that burnout coping through task masking is prevalent, underscoring the need for supportive leadership and institutional interventions to protect teacher health.

Research Question Number 3. Is there a significant difference between the assessment of the teachers and administrators on the level of leadership effectiveness and level of task masking?

There was no significant difference between the assessment of administrators and teachers on the leadership effectiveness level among school administrators among private schools in Calamba City in terms of Communication skills, Decision-making, Motivation and supervision, and Professional competence as shown in Table 3.1 had generated computed probability values .090, .459, .119, and .112 which were greater than the level of significance of 0.05 using Independent Samples t-test; thus, the null hypothesis were accepted.

This means that both administrators and teachers share consistent perceptions of leadership effectiveness in terms of communication, decision-making, motivation and supervision, and professional competence. This alignment indicates that the leadership practices of school administrators are recognized similarly across groups, reflecting coherence in how their effectiveness is experienced within the school community. Overall, the findings suggest that administrators' leadership approaches are viewed as balanced and credible, fostering trust and agreement between teachers and administrators.

In the same way, studies showed that administrators and teachers often shared consistent views on leadership effectiveness when school leaders demonstrate fairness, communication, and professionalism. Gabriel and Medina (2022) revealed that leadership alignment between teachers and administrators is strengthened by a shared vision, collaboration, and supportive resources, which foster rapport and trust within schools. Similarly, Tom-en and Managuas (2022) reported that both groups recognized the impact of administrators' technical, conceptual, and interpersonal skills on teacher performance, reflecting coherence in leadership evaluation. Abella and Saluria (2023) further emphasized that administrators' leadership attributes directly influence teachers' performance, and that alignment in perceptions reinforces organizational stability and effectiveness. All the same, these studies affirmed that when administrators and teachers evaluate leadership similarly, it reflected a strong culture of collaboration and shared understanding in educational institutions. It highlights that coherence in leadership evaluation not only strengthens organizational trust but also cultivates a unified school culture where both administrators and teachers feel equally empowered.

Table 3.2

There was no significant difference between the assessment of administrators and teachers on the task masking level among private school teachers among private schools in Calamba City in terms of Communication skills, Decision-making, Motivation and supervision, and Professional competence as shown in Table 3.2 had generated computed probability values .896, .514, .283, and .789 which were greater than the level

of significance of 0.05 using Independent Samples t-test; thus, the null hypothesis was accepted.

This means that administrators and teachers share consistent perceptions of task masking behaviors in terms of communication, decision-making, motivation and supervision, and professional competence. This alignment indicates that both groups recognize similar patterns in how teachers manage and conceal tasks within the school environment. Overall, the findings suggest a shared understanding between administrators and teachers, reflecting coherence in evaluating task masking practices across private schools in Calamba City.

Latest researches highlighted that administrators and teachers often shared similar perspectives when evaluating leadership practices and coping behaviors in schools. As stated by Obuta, et al. (2023) both groups consistently recognized the importance of instructional supervisory skills in shaping teacher performance, reflected alignment in leadership assessment. Furthermore, Tuico and Callo (2024) emphasized that administrators and teachers shared comparable views on supervision and motivation in the post-pandemic era, underscored the coherence of perceptions across hierarchical roles. Likewise, Barayang and Bautista (2025) reported that administrators and teachers agreed on the influence of supervisory skills and professional competence in sustaining teacher motivation and performance, suggested that shared evaluations strengthened organizational trust and collaboration. Together, these updated studies affirm that when administrators and teachers perceived leadership and task masking behaviors similarly, it reflects a unified understanding of school dynamics and enhances institutional effectiveness. Such convergence of perceptions illustrates that shared evaluations of leadership and coping behaviors foster a climate of transparency and mutual respect within schools. Ultimately, this alignment strengthens institutional cohesion, ensuring that both administrators and teachers work toward common goals with trust and collective accountability

Research Question Number 4. Is there a significant relationship between leadership effectiveness and task masking levels among private school teachers in Calamba City?

There was significant relationship between leadership effectiveness level among school administrators and task masking level among private schools in Calamba City. The r values ranging from -.233 to -.395 were interpreted as with low negative correlation as to correlate leadership effectiveness level among school administrators and task masking level among private school teachers. The computed probability values .000 to .047 were lesser than the level of significant ($P < 0.05$); thus, the null hypothesis was rejected. In other words, the findings revealed that higher leadership effectiveness corresponds to lesser task masking.

The results indicate that leadership effectiveness among school administrators has a significant relationship with task masking levels among private school teachers in Calamba City. The analysis revealed a significant relationship between leadership

effectiveness and task masking behaviors. The results showed that as administrators demonstrate stronger leadership in communication, decision-making, motivation, supervision, and professional competence, teachers tend to exhibit lower levels of task masking. This suggests that effective leadership reduces the need for teachers to conceal workload challenges or emotional strain, fostering a healthier and more transparent school environment. Overall, the findings highlight the critical role of leadership in shaping teacher coping strategies and sustaining organizational well-being in private schools in Calamba City.

Recent findings stressed that effective school leadership played a crucial role in reducing teachers' reliance on task masking and coping behaviors. Zhang and Wang (2023) revealed that supportive leadership practices, particularly in communication and decision-making, significantly lessened teachers' tendency to conceal workload struggles, thereby improving transparency and collaboration. Similarly, Kim and Park (2024) highlighted that administrators who demonstrated motivational and supervisory competence fostered teacher resilience, which reduced the need for masking fatigue or emotional strain. In the Philippine context, Reyes and Bautista (2025) reported that strong professional competence among school heads was directly linked to lower levels of teacher task masking, as teachers felt more supported and guided in managing responsibilities. Altogether, these updated studies affirm that effective leadership not only enhances organizational performance but also mitigate hidden stress among teachers, strengthening overall school well-being.

Research Question Number 5. Based on the results of the study, what action plan may be proposed?

This action plan was designed to address the most pressing concerns identified in the study: the lowest-rated dimension of leadership effectiveness, which was professional competence, and the highest-rated aspect of task masking, which was emotional concealment. By strengthening administrators' professional competence through targeted training, mentoring, and feedback, the plan ensured that school leaders were better equipped to guide teachers fairly and effectively. At the same time, wellness programs and open communication initiatives aimed to reduce teachers' reliance on emotional concealment, fostering a healthier and more transparent school environment. The integration of measurable success indicators expressed in degrees of attainment provided a clear benchmark for progress, ensuring that both leadership development and teacher well-being were systematically monitored and achieved.

Conclusions

The following conclusions have been derived:

1. That school administrators in Calamba City private schools excel in communication, decision-making, motivation and supervision, and professional competence. Their practices of clarity, transparency, fairness, and professionalism foster collaboration, trust, and teacher growth, thereby strengthening the school community.

Collectively, these findings highlight that effective leadership is multidimensional, requiring both technical competence and interpersonal skills to sustain teamwork and enhance educational outcomes.

2. That private school teachers frequently rely on emotional concealment and task masking as coping mechanisms to maintain professionalism despite stress, workload, and burnout. They often suppress negative emotions, silently manage excessive responsibilities, selectively display performance, and continue working despite exhaustion, reflecting the pressures of sustaining composure and competence in the school environment. While these practices help preserve harmony and school operations, they also conceal hidden stress and fatigue that may compromise long-term well-being. Overall, the findings highlight the need for supportive interventions that balance professionalism with self-care and resilience among teachers.

3. That administrators and teachers share consistent perceptions of both leadership effectiveness and task masking practices within private schools in Calamba City. Their alignment in recognizing administrators' strengths in communication, decision-making, motivation and supervision, and professional competence reflects credibility and trust in.

4. That the leadership approaches together with the shared understanding of task masking behaviors underscore the pressures teachers encounter while upholding professionalism. These findings highlight the convergence of perspectives between administrators and teachers, reinforcing the need for balanced leadership and mutual recognition of coping practices as essential to sustaining school harmony and effectiveness.

5. That leadership effectiveness level among school administrators has a significant connection to the task masking level among private school teachers among private schools in Calamba City. The finding indicates that when administrators demonstrate stronger leadership in communication, decision-making, motivation, supervision, and professional competence, teachers tend to show lower levels of task masking. This suggests that effective leadership can reduce the need for teachers to conceal workload challenges or emotional strain, fostering a healthier and more transparent school environment.

6. That the proposed action plan is crucial since it directly responds to the study's findings by strengthening administrators' professional competence and reducing teachers' reliance on emotional concealment through targeted training, mentoring, wellness programs, and open communication initiatives. With measurable success indicators in place, the plan ensures systematic monitoring of progress, fostering both effective leadership and a healthier, more transparent school environment.

Recommendations

The following are the recommendations offered by the researcher based on the above-mentioned findings and conclusions:

1. School administrators may institutionalize structured leadership development programs that enhance competence in curriculum leadership, instructional supervision, resource management, and policy application. These programs may include workshops, peer coaching, mentoring, and visionary leadership seminars to strengthen participatory decision-making, motivation, and supervision. By refining both technical and interpersonal skills, administrators can build credibility, trust, and effectiveness in promoting collaboration and continuous improvement.
2. Private schools may implement wellness and expressive practices for teachers to reduce reliance on emotional concealment. Activities such as yoga, Qigong, Tai Chi, and art therapy should be integrated into professional development to symbolically release hidden emotions and promote relaxation. Recognition rituals, reflection spaces, peer support groups, and open forums will foster openness, resilience, and transparency in the school environment.
3. Educational leaders may incorporate teacher support initiatives into leadership practices by facilitating policy development sessions, collaborative resource allocation planning, and open communication platforms. These measures will strengthen trust between administrators and teachers, sustain harmony, and promote professionalism. A supportive environment will reduce task masking behaviors and enhance overall school effectiveness.
4. Schools may build on the shared perceptions of administrators and teachers by reinforcing balanced leadership practices and embedding teacher support initiatives into leadership development. Facilitated policy development sessions, collaborative resource allocation planning, and open communication platforms will strengthen trust, sustain harmony, and create a supportive environment where administrators and teachers work together to promote professionalism, resilience, and overall school effectiveness.
5. Schools may recognize and reinforce the significant relationship between administrators' leadership effectiveness and teachers' task masking behaviors. When administrators demonstrate strong professional competence, clear communication, participative decision-making, and motivational supervision, teachers show lower reliance on emotional concealment, workload masking, performance display, and burnout coping. This inverse relationship highlights that effective leadership directly reduces masking tendencies, fostering authenticity, resilience, and instructional quality. By acknowledging and strengthening this connection, schools can create a supportive environment where leadership practices serve as an organizational resource that sustains teacher well-being and openness.

6. Schools may integrate digital innovation and research-based practices into the LEAD Program - Leadership Empowerment and Development for Teacher Expression and Support. Embedding technology-driven tools such as digital dashboards for monitoring administrator competence, online platforms for anonymous teacher feedback, and virtual professional development modules will enhance accessibility and responsiveness. These innovations ensure real-time tracking of leadership effectiveness and teacher participation, while providing data-driven insights that strengthen the program's credibility. Furthermore, aligning the LEAD Program with evidence-based practices and global educational standards will sustain its relevance, enabling administrators to continuously refine their leadership approaches and reducing teachers' reliance on task masking through authentic, supportive engagement.

7. Future studies may broaden the scope by examining leadership effectiveness and coping mechanisms across different educational levels (e.g., tertiary institutions) and varied geographic contexts beyond Calamba City. Research should also explore the long-term impact of leadership practices and to continue the wellness interventions and include the expressive movement activities like (Yoga, Qigong, Tai Chi, art sessions) on reducing emotional concealment, burnout, and task masking, while assessing how administrators' professional competence influences teacher resilience and school effectiveness over time.

Compliance with Ethical Standards

This study strictly adhered to ethical standards for research involving human participants, with permissions secured from administrators of participating private schools and informed consent obtained from all respondents, who were assured of their voluntary participation and right to withdraw at any time without consequence. The research complied with the ethical guidelines of the American Psychological Association, the Data Privacy Act of 2012 (Republic Act No. 10173), and the standards set by the Graduate School of Laguna College of Business and Arts, as well as the LCBA Research Manual, which emphasizes respect for human dignity, confidentiality, and academic integrity. Confidentiality and anonymity were maintained throughout, with no personal identifiers collected, responses treated with strict confidentiality, and data securely stored, accessible only to the researcher and adviser, and properly disposed of after completion in accordance with LCBA directives. The study also utilized AI-assisted applications such as Copilot, NotebookLM, and Grammarly for idea synthesis, and Turnitin for plagiarism checking; however, all analyses, interpretations, and conclusions were original outputs of the researcher, with AI tools never used to generate research content or replace critical thinking, thereby ensuring full compliance with institutional ethical and academic integrity standards.

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