



LEADERSHIP STYLES AND QUIET QUITTING AMONG TEACHERS IN CLUSTER 3 DEPARTMENT OF EDUCATION CALAMBA CITY

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ABSTRACT

This study, conducted from December 2025 to April 2026, examined the relationship between the educational leadership styles of public elementary school heads and the extent of quiet quitting among teachers in Cluster 3, Calamba City, Philippines, during the Academic Year 2025-2026. Specifically, it sought to describe the demographic profiles of the respondents, assess the educational leadership styles of school heads and the level of quiet quitting among teachers, and determine the significant relationships and differences between these variables. A descriptive-correlational research design was employed, involving public elementary school teachers and school heads as respondents. Educational leadership styles were assessed in terms of vision and goal setting, instructional support, supervision, communication, interpersonal relationships, decision-making, delegation, recognition, and motivation. Data were gathered from 140 respondents using adapted versions of the Principal Instructional Management Rating Scale (PIMRS) developed by Hallinger and Murphy and the Quiet Quitting Scale developed by Galanis et al. Stratified random sampling was utilized to ensure adequate representation of the respondents. Statistical tools used in the analysis included the mean, standard deviation, independent-samples *t*-test, and Pearson product-moment correlation coefficient. The findings revealed a significant relationship between educational leadership styles and teachers' quiet quitting, indicating a low-to-moderate negative correlation between the two variables. This suggests that higher levels of educational leadership practices are associated with lower levels of quiet quitting among teachers. Based on these findings, the study proposes an action plan aimed at strengthening the leadership practices of school heads and reducing the incidence of quiet quitting among teachers.

Keywords: *educational leadership style, quiet quitting, public schools, interpersonal relationships, recognition and motivation, decision-making, Calamba City*

INTRODUCTION

Leadership style plays an essential role in shaping the overall functioning and success of a school, as it directly influences the attitudes, performance, and motivation of both teachers and students. International studies have shown that leadership significantly affects teachers' quiet quitting behavior. Research indicates that democratic and transformational leadership styles are associated with lower levels of quiet quitting, higher engagement, and greater organizational commitment among teachers (Ergen et al., 2025). These findings highlight the leadership style of school heads as a significant determinant of teachers' quiet quitting behavior.

In the Philippine context, quiet quitting has become increasingly evident as teachers face heavy workloads, limited resources, and growing performance expectations. Teachers are required to balance classroom instruction with extensive administrative tasks and reporting requirements. When these demands are not supported by effective leadership and recognition, teachers become vulnerable to stress and burnout. Studies have shown that prolonged occupational stress contributes significantly to quiet quitting, particularly when teachers perceive insufficient leadership support and acknowledgment (Sull & Sull, 2022; Morales & Santos, 2023). As a result, teachers may comply with required duties while disengaging from tasks that demand additional effort.

These findings highlight the leadership style of school heads as a significant determinant of teachers' quiet quitting behavior. Effective leadership characterized by support, collaboration, and transformational practices promotes teacher engagement and job satisfaction, whereas ineffective or authoritarian leadership may increase workplace stress and disengagement, leading to higher levels of quiet quitting among teachers.

In Philippine public schools, school heads operate within a centralized system under the Department of Education, guided by policies such as Republic Act No. 9155 and the Philippine Professional Standards for School Heads. Despite these frameworks, limited empirical research exists on quiet quitting in Philippine public schools. In Calamba City, Cluster 3, emerging disengagement among teachers underscores the need to examine how leadership practices influence quiet quitting to inform interventions that enhance teacher engagement and school performance.

Research Questions

1. What is the leadership style manifestation level among school heads in Calamba City, Cluster 3, as assessed by the school heads and teachers in terms of:
 - 1.1 Vision and Goal Setting,
 - 1.2 Instructional Support and Supervision,

- 1.3 Communication and Interpersonal Relationships,
- 1.4 Decision-Making and Delegation, and
- 1.5 Recognition and Motivation of Teachers?
2. What is the quiet quitting level among public school teachers, as assessed by the school heads and teachers in terms of:
 - 2.1 Lack of Motivation,
 - 2.2 Detachment and
 - 2.3 Lack of Initiative?
3. Is there a significant difference between the assessment of leadership styles, manifestation of the school heads, and the quiet quitting levels among public school teachers?
4. Is there a significant relationship between the manifestation of leadership styles of the school heads and quiet quitting levels among public school teachers in Calamba City?
5. Based on the findings of the study, what action plan may be proposed?

Null Hypotheses

The following null hypotheses were tested at a 0.05 level of significance:

1. There is no significant difference between the assessment of leadership style manifestations of the school heads and the quiet quitting level among public school teachers in Cluster 3, Department of Education Calamba City.
2. There is no significant relationship between the manifestation of leadership styles of the school heads and the quiet quitting level among public school teachers in Cluster 3, Department of Education Calamba City.

METHODOLOGY

Research Design

This study employed a quantitative, correlational research design to examine the relationship between school leadership styles and teachers' quiet quitting behaviors without manipulating any variables (Creswell & Creswell, 2023). This design allowed for the assessment of the extent to which variations in perceived leadership predicted the level of quiet quitting behaviors among public school teachers

Locale of the Study

The research was carried out in five public elementary schools in Cluster 3 of Calamba Division, Calamba City, Philippines, during the Academic Year 2026-2027. These schools were selected because they represented diverse contexts within the cluster, thereby providing a comprehensive view of leadership practices and teacher engagement while remaining manageable for in-depth analysis.

Respondents and Sampling Method

Respondents included public elementary school teachers and school heads. Private school teachers and non-teaching staff were excluded to focus on organizational structures unique to public 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 ensured representation of school heads and teachers.

The first population consisted of all five school heads from different schools, while the second population comprised a total of 140 teachers employed in the same schools. A complete enumeration method was applied to the school heads, including all five individuals, to ensure comprehensive representation of leadership perspectives. For the larger teacher population, the sample size was determined using G*Power, with an effect size of 0.30, which yielded a required sample of 140 teachers and school heads.

The teacher population was divided into strata based on school affiliation and key demographic characteristics, such as grade-level assignment and years of teaching experience. From each stratum, respondents were randomly selected in proportion to their representation in the overall population. This approach ensured that the sample accurately reflected the diversity of the teacher population while maintaining statistical reliability.

Research Instruments

The survey instrument used in this study was adapted from the Principal Instructional Management Rating Scale (PIMRS) developed by Hallinger and Murphy, a tool widely recognized for its reliability in measuring instructional leadership. The quiet quitting component was adapted from the Quiet Quitting Scale (QQS) developed by Galanis et al. (2023). The instrument was designed to assess leadership effectiveness across key dimensions, including vision and goal setting, instructional support, communication, decision-making, and recognition. It also measured quiet quitting through the dimensions of lack of motivation, detachment, and lack of initiative, as identified in the QQS.

The survey instrument was structured into three main parts: (1) demographic information, (2) a 38-item leadership assessment utilizing a 5-point frequency scale, and (3) an 8-item quiet quitting assessment employing a 5-point agreement scale. Parallel versions of the instrument were developed for school heads and teachers. School heads provided self-ratings of their leadership practices, while teachers evaluated their school heads' leadership practices and self-reported their own quiet quitting behaviors.

Validity and Reliability

Following the initial adaptation, the draft survey instrument underwent a Content Assessment and Review by Technical Experts (CART) to establish content validity. The panel consisted of five experts, including three experienced school heads and two

education research specialists. Each item was evaluated in terms of relevance, clarity, and contextual appropriateness using a content validation checklist. Items were rated as essential, useful but not essential, or not essential. The results of the CART showed unanimous agreement among the validators, yielding a Content Validity Index (CVI) of 1.00, which indicated excellent content validity. All items met the acceptable threshold and were retained without deletion, with only minor wording refinements incorporated based on qualitative feedback to improve clarity and contextual alignment.

Data Gathering Procedure

Formal approval was obtained from school authorities, and respondents were oriented before 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 Analysis

Data were analyzed using mean and standard deviation to describe variables, independent-samples t-test to determine differences in assessments between teachers and school heads, and Pearson correlation to establish relationships between leadership style and quiet quitting level. The study was limited to public schools in Calamba City during Academic Year 2025–2026, excluding private schools and non-teaching staff.

Scope and Limitation

The study was limited to school heads and teachers in Cluster 3 of the Division of Calamba City. It focused on examining the relationship between school heads' leadership styles, specifically in terms of vision and goal setting, instructional support and supervision, communication and interpersonal relationships, decision-making and delegation, and recognition and motivation of teachers, and teachers' quiet quitting, particularly in terms of lack of motivation, detachment, and lack of initiative in the workplace. The findings may not be generalizable to schools outside the identified cluster or to other educational settings with different organizational structures and working environments. The reliance on self-reported data through an adapted questionnaire may also introduce response bias. Despite these limitations, the study provides valuable insights into the relationship between leadership styles and teachers' quiet quitting in public schools in Cluster 3 of the Division of Calamba City.

RESULTS

Table 1.1 Educational Leadership Style Manifestation Level among School Heads in Cluster 3, Calamba City, as assessed by the School Heads and Teachers in terms of Vision and Goal Setting

Indicators The school head...	School Heads		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. Develop a focused set of annual school-wide goals aligned with Cluster 3 priorities.	4.80	FM	4.68	FM	4.74	FM	9.5
2. Frame the school's goals in terms of staff responsibilities for meeting them.	5.00	FM	4.69	FM	4.84	FM	4
3. Use needs assessment or other methods to secure staff input on goal development.	5.00	FM	4.69	FM	4.84	FM	4
4. Use data on student performance when developing the school's academic goals.	4.80	FM	4.76	FM	4.78	FM	7
5. Develop goals that are easily understood and used by teachers in the school.	4.80	FM	4.74	FM	4.77	FM	8
6. Communicate the school's mission effectively to members of the school community in Cluster 3.	4.80	FM	4.69	FM	4.74	FM	9.5
7. Discuss the school's academic goals with teachers at faculty meetings.	5.00	FM	4.73	FM	4.87	FM	1
8. Refer to the school's academic goals in informal interactions with students and staff.	5.00	FM	4.71	FM	4.86	FM	2.5
9. Communicate the school's mission to staff.	5.00	FM	4.67	FM	4.84	FM	4
10. Refer to the school's goals in student assemblies.	5.00	FM	4.71	FM	4.86	FM	2.5
GENERAL ASSESSMENT	4.92	FM	4.71	FM	4.81	FM	
STANDARD DEVIATION					0.48		
					3		

Legend: 4.20 – 5.00 Strongly Agree/ Fully Manifested (FM)
2.60 – 3.39 Agree/ Partially Manifested (PM)
1.00 – 1.79 Strongly Disagree/ Not Manifested (NM)

3.40 – 4.19 Agree/ Manifested (M)
1.80 – 2.59 Disagree/ Almost Not Manifested (ANM)

Table 1.2. Educational Leadership Style Manifestation Level among School Heads in Cluster 3, Calamba City, as assessed by the School Heads and Teachers in terms of Instructional Support and Supervision

Indicators The school head...	School Heads		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. Ensure that the classroom priorities of teachers are consistent with the school's goals.	5.00	FM	4.73	FM	4.86	FM	1.5
2. Conduct informal observations in classrooms on a regular basis.	5.00	FM	4.53	FM	4.76	FM	9.5
3. Point out specific strengths in teachers' instructional practices in post-observation conferences.	5.00	FM	4.64	FM	4.82	FM	6.5

4. Point out specific weaknesses in teachers' instructional practices in post-observation conferences.	5.00	FM	4.53	FM	4.76	FM	9.5
5. Make clear who is responsible for coordinating the curriculum across grade levels.	5.00	FM	4.63	FM	4.81	FM	8
6. Draw upon the results of school-wide testing when making curricular decisions.	5.00	FM	4.66	FM	4.83	FM	4.5
7. Participate actively in the review and selection of curricular materials.	5.00	FM	4.64	FM	4.82	FM	6.5
8. Ensure that the school curriculum objectives are referenced to test content.	5.00	FM	4.71	FM	4.86	FM	1.5
9. Meet with members of the school's standards committee.	5.00	FM	4.68	FM	4.84	FM	3
10. Meet individually with teachers to discuss student progress.	5.00	FM	4.66	FM	4.83	FM	4.5
GENERAL ASSESSMENT	5.00	FM	4.64	FM	4.82	FM	
STANDARD DEVIATION					0.52		
					6		

Legend: 4.20 – 5.00 Strongly Agree/ Fully Manifested (FM) 3.40 – 4.19 Agree/ Manifested (M)
2.60 – 3.39 Agree/ Partially Manifested (PM) 1.80 – 2.59 Disagree/ Almost Not Manifested (ANM)
1.00 – 1.79 Strongly Disagree/ Not Manifested (NM)

Table 1.3. Educational Leadership Style Manifestation Level among School Heads in Cluster 3, Calamba City, as assessed by the School Heads and Teachers in terms of Communication and Interpersonal Relationships

Indicators The school head...	School Head s		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. Set aside time at faculty meetings for teachers to share ideas on instruction or curriculum.	5.00	FM	4.67	FM	4.83	FM	1
2. Take time to talk informally with students and teachers during recess and breaks.	5.00	FM	4.44	FM	4.72	FM	3
3. Visit classrooms to discuss school issues with teachers and students.	4.40	FM	4.43	FM	4.41	FM	6
4. Attend/participate in extra- and co-curricular activities.	5.00	FM	4.63	FM	4.81	FM	2
5. Cover classes for teachers until a proper substitute is available.	4.60	FM	4.33	FM	4.46	FM	5
6. Schedule daily office time in blocks to avoid interruptions.	4.60	FM	4.51	FM	4.56	FM	4
GENERAL ASSESSMENT	4.77	FM	4.50	FM	4.63	FM	
STANDARD DEVIATION					0.74		
					5		

Legend: 4.20 – 5.00 Strongly Agree/ Fully Manifested (FM) 3.40 – 4.19 Agree/ Manifested (M)
2.60 – 3.39 Agree/ Partially Manifested (PM) 1.80 – 2.59 Disagree/ Almost Not Manifested (ANM)
1.00 – 1.79 Strongly Disagree/ Not Manifested (NM)

Table 1.4. Educational Leadership Style Manifestation Level among School Heads in Cluster 3, Calamba City, as assessed by the School Heads and Teachers in terms of Decision-Making and Delegation

Indicators The school head...	School Head s	Teachers		Composite		Rank	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. Involve teachers in designing staff development programs.	5.00	FM	4.67	FM	4.83	FM	1.5
2. Identify staff development needs through classroom observations.	5.00 0	FM	4.67	FM	4.83	FM	1.5
GENERAL ASSESSMENT STANDARD DEVIATION	5.00	FM	4.67	FM	4.83 0.53 8	FM	

Legend: 4.20 – 5.00 Strongly Agree/ Fully Manifested (FM) 3.40 – 4.19 Agree/ Manifested (M)
2.60 – 3.39 Agree/ Partially Manifested (PM) 1.80 – 2.59 Disagree/ Almost Not Manifested (ANM)
1.00 – 1.79 Strongly Disagree/ Not Manifested (NM)

Table 1.5. Educational Leadership Style Manifestation Level among School Heads in Cluster 3, Calamba City, as assessed by the School Heads and Teachers in terms of Recognition and Motivation of Teachers

Indicators The school head...	School Heads		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. Reinforce superior performance by teachers in staff meetings, newsletters, and memos.	4.80	FM	4.55	FM	4.67	FM	6.5
2. Compliment teachers privately for their efforts or performance.	5.00	FM	4.51	FM	4.76	FM	2
3. Acknowledge teachers' exceptional performance by writing memos for their personnel files.	4.60	FM	4.47	FM	4.53	FM	10
4. Reward special efforts by teachers with personal notes of congratulations.	4.80	FM	4.57	FM	4.69	FM	4.5
5. Obtain special resources for the school through contact with district personnel.	4.80	FM	4.55	FM	4.67	FM	6.5
6. Distribute professional literature to teachers.	4.60	FM	4.49	FM	4.54	FM	9
7. Meet with teachers to discuss their professional development needs and goals.	4.80	FM	4.59	FM	4.69	FM	4.5
8. Ensure that in-service activities attended by staff are consistent with the school's goals.	5.00	FM	4.67	FM	4.84	FM	1
9. Support the use of incentives for students (e.g., honor roll, assemblies, and bulletin boards).	4.80	FM	4.64	FM	4.72	FM	3
10. Recognize students who do superior work with formal rewards such as an honor roll.	4.60	FM	4.65	FM	4.63	FM	8
GENERAL ASSESSMENT	4.78	FM	4.57	FM	4.67	FM	

STANDARD DEVIATION

0.64
7

Legend: 4.20 – 5.00 Strongly Agree/ Fully Manifested (FM) 3.40 – 4.19 Agree/ Manifested (M)
2.60 – 3.39 Agree/ Partially Manifested (PM) 1.80 – 2.59 Disagree/ Almost Not Manifested (ANM)
1.00 – 1.79 Strongly Disagree/ Not Manifested (NM)

Table 2.1. Quiet Quitting Level among Public School Teachers in Calamba City, Cluster 3, assessed by the School Heads and Teachers in terms of Lack of Motivation

Indicators in terms of Lack of Motivation	School Heads		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. I find motives in my job. (Reverse-scored)	2.00	L	2.22	L	2.11	L	1
2. I feel inspired when I work. (Reverse-scored)	1.00	VL	2.19	L	1.60	VL	2
GENERAL ASSESSMENT	1.50	VL	2.21	L	1.85	L	
STANDARD DEVIATION					1.276		

Legend: 4.20 – 5.00 Strongly Agree/ Very High (VH) 3.40 – 4.19 Agree/ High (H)
2.60 – 3.39 Agree/ Moderate (M) 1.80 – 2.59 Disagree/ Low (L)
1.00 – 1.79 Strongly Disagree/ Very Low (V)

Table 2.2. Quiet Quitting Level among Public School Teachers in Calamba City, Cluster 3, assessed by the School Heads and Teachers in terms of Detachment

Indicators in terms of Detachment	School Heads		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. I do the basic or minimum amount of work without going above and beyond.	2.00	L	3.55	H	2.77	M	1
2. If a colleague can do some of my work, then I let him/her do it.	2.40	L	3.13	M	2.76	M	2
3. I take as many breaks as I can.	2.20	L	2.99	M	2.59	L	4
4. I pretend to be working in order to avoid another task.	2.20	L	2.62	M	2.62	L	3
GENERAL ASSESSMENT	2.20	L	3.07	M	2.64	M	
STANDARD DEVIATION					1.412		

Legend: 4.20 – 5.00 Strongly Agree/ Very High (VH) 1.80 – 2.59 Disagree/ Low (L)
3.40 – 4.19 Agree/ High (H) 1.00 – 1.79 Strongly Disagree/ Very Low (VL)
2.60 – 3.39 Agree/ Moderate (M)

Table 2.3. Quiet Quitting Level among Public School Teachers in Calamba City, Cluster 3, assessed by the School Heads and Teachers in terms of Lack of Initiative

Indicators in terms of Lack of Initiative	School Heads		Teachers		Composite		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	
1. I don't express opinions and ideas about my work because I am afraid that the manager assigns me more tasks.	2.60	M	2.93	M	2.76	M	1
2. I don't express opinions and ideas about my work because I think that working conditions are not going to change.	2.40	L	2.96	M	2.68	M	2
GENERAL ASSESSMENT	2.50	L	2.94	M	2.72	M	
STANDARD DEVIATION					1.298		

Legend: 4.20 – 5.00 Strongly Agree/ Very High (VH)
3.40 – 4.19 Agree/ High (H)
2.60 – 3.39 Agree/ Moderate (M)

1.80 – 2.59 Disagree/ Low (L)
1.00 – 1.79 Strongly Disagree/ Very Low (VL)

Table 3.1. Test of Significant Difference between the Assessment of School Heads and Teachers on the Educational Leadership Style Manifestation Level among School Heads in Cluster 3, Calamba City

Sub-variables		T value	Df	Mean difference	Significance	Remarks	Decision
Vision and Goal Setting	Equal variances assumed	1.166	138	.21185	.019	Significant	Reject H_0
	Equal variances not assumed	3.525	8.991				
Instructional Support and Supervision	Equal variances assumed	1.958	138	.36074	.000	Significant	Reject H_0
	Equal variances not assumed	10.210	134.0				
Communication and Interpersonal Relationships	Equal variances assumed	1.010	138	.26593	.136	Not Significant	Accept H_0
	Equal variances not assumed	1.724	5.006				
Decision-Making and Delegation	Equal variances assumed	1.475	138	.3333	.000	Significant	Reject H_0
	Equal variances not assumed	7.689	134.0				
Recognition and Motivation	Equal variances assumed	.896	138	.21185	.301	Not Significant	Accept H_0
	Equal variances not assumed	1.054	4.430				

Level of significance 0.05

Table 3.2 The Test of Significant Difference between the Assessment of School Heads and Teachers on the Quiet Quitting Level among Public School Teachers in Cluster 3, Calamba City

Sub-variables		T value	Df	Mean difference	Sig.	Remarks	Decision
Lack of Motivation	Equal variances assumed	-.810	138	-.06824	.027	Significant	Reject H _o
	Equal variances not assumed	-.720	55.07				
Detachment	Equal variances assumed	-.325	138	-.02752	.033	Significant	Reject H _o
	Equal variances not assumed	-.284	53.77				
Lack of Initiative	Equal variances assumed	-1.315	138	-.11230	.005	Significant	Reject H _o
	Equal variances not assumed	-1.154	54.09				

Level of significance 0.05

Table 4 Test of Significant Relationship between the Educational Leadership Style Manifestation Level and Quiet Quitting Level among Public School Teachers in Cluster 3 Calamba City

Educational Leadership Style Manifestation Level	Quiet Quitting Level	r value	P value	Remarks	Decision
Vision and Goal Setting	Lack of Motivation	-.303**	.000	Significant	Reject H _o
	Detachment	-.242**	.007	Significant	Reject H _o
	Lack of Initiative	-.329**	.000	Significant	Reject H _o
Instructional Support and Supervision	Lack of Motivation	-.368**	.000	Significant	Reject H _o
	Detachment	-.422**	.000	Significant	Reject H _o
	Lack of Initiative	-.354**	.000	Significant	Reject H _o
Communication and Interpersonal Relationship	Lack of Motivation	-.447**	.000	Significant	Reject H _o
	Detachment	-.298**	.002	Significant	Reject H _o
	Lack of Initiative	-.496**	.000	Significant	Reject H _o
Decision-Making and Delegation	Lack of Motivation	-.392**	.000	Significant	Reject H _o
	Detachment	-.479**	.000	Significant	Reject H _o
	Lack of Initiative	-.443**	.000	Significant	Reject H _o
Recognition and Motivation	Lack of Motivation	-.303**	.000	Significant	Reject H _o
	Detachment	-.242**	.007	Significant	Reject H _o
	Lack of Initiative	-.329**	.000	Significant	Reject H _o

**Correlational at the level 0.01

Table 5
Proposed Action Plan

Key Areas	Objectives	Strategies / Activities	Persons Involved	Time Frame	Success Indicator
Communication and Interpersonal Relationships	Enhance the school heads' capacity to communicate and build interpersonal relationships among teachers.	- Organize Capability-Building Activities e.g., Conflict Management Simulation -Role-play real school scenarios e.g., Communication Styles Assessment Activity -Their strengths -Areas to improve -How their style affects teacher relationships	School Heads and Teachers	Year-round	100% participation rate
		Establish a Regular Feedback Mechanism (suggestion box/links, anonymous surveys, dialogue circles) to gather teacher concerns and promote open communication.	Teachers	Year-round	100% accomplished
		Introduce an Open - Door Policy where school heads arrange scheduled consultations every week or as needed.	School Heads	Year-round	100% accomplished
Lack of Motivation	Cultivate a motivating work environment that inspires teachers to perform their roles effectively, lowering the likelihood of quiet quitting.	Launch a Teacher Recognition Program, e.g., Teacher of the Month, and a rewards and incentives system, e.g., praises, commendation letters	School Heads	Year-round	100% committed and accomplished
		Monitoring and Evaluation of the program with criteria	School Heads and Teachers	Year-round	100% evaluated

DISCUSSION

This study examined the relationship between leadership style and quiet quitting among teachers in Cluster 3 of the Division of Calamba City. It is also intended to answer the following questions

Research Question Number 1. What is the educational leadership style manifestation level among school heads in Calamba City, Cluster 3, in terms of:

1.1 Vision and Goal Setting

Vision and Goal Setting had a general assessment of 4.81, which was verbally interpreted as Fully Manifested, and with a standard deviation of 0.483 are almost the same. All indicators were verbally interpreted as Fully Manifested. The indicator “The school heads discuss the school’s academic goals with teachers at faculty meetings” had the highest computed composite mean of 4.87 meanwhile, the indicators “The school head develop a focused set of annual school-wide goals aligned with Cluster 3 priorities” and “The school heads communicate the school’s mission effectively to members of the school community in Cluster 3” had the lowest computed composite mean of 4.74.

This suggests that school heads are highly effective in fostering collaboration and ensuring that teachers are actively engaged in the school’s vision and direction. The consistently high ratings indicate a culture of open communication, wherein faculty meetings function not merely as administrative gatherings but also as strategic venues for aligning instructional and academic priorities. Furthermore, the low variability of responses implies a high degree of consistency in the respondents’ perceptions, indicating that both groups shared similar assessments of leadership effectiveness in this area.

Such practice also implies that teachers feel included in decision-making processes, which can enhance their sense of ownership, motivation, and commitment to achieving shared goals. Ultimately, this strong emphasis on collaborative goal-setting reinforces the school’s capacity to sustain academic improvement and build a unified educational community.

It can be concluded that in crafting school vision and goal setting, the school head's task is to revisit the top priorities of the school, which were mentioned in the Annual Improvement Plan (AIP). According to Ralebese et al. (2025) instructional leadership emphasized the school head’s role in crafting clear, data-driven goals aligned with institutional priorities, such as Department of Education (DepEd) standards, to unify staff efforts. Likewise, Leithwood (2021), mentioned that school heads participated in making a clear, shared direction for the school and established specific, measurable objectives to guide collective action.

1.2 Instructional Support and Supervision

Instructional Support and Supervision had a general assessment of 4.82, which was verbally interpreted as Fully Manifested, and with a standard deviation of 0.526. All indicators were verbally interpreted as Fully Manifested. Furthermore, the indicators “The school heads ensure that the classroom priorities of teachers are consistent with the school’s goals” and “The school heads ensure that the school curriculum objectives are referenced to test content. ” had the highest computed composite mean of 4.86; meanwhile, the indicators “The school head conduct informal observations in classrooms regularly” and “The school head point out specific weaknesses in teachers’ instructional practices in post-observation conferences.” had the lowest computed composite mean of 4.76.

The results indicate that school heads support teachers’ instructional practices through consistent supervision and both formal and informal classroom observations, ensuring that curriculum objectives are properly aligned with daily instruction, learning activities, and assessment processes. These practices demonstrate an active instructional leadership role focused on maintaining the quality and coherence of teaching and learning.

The findings were consistent with Bush and Glover (2021), who emphasized that instructional support and supervision by school heads involved ongoing classroom observation, constructive feedback, and coordinated curriculum planning to enhance pedagogical quality.

Furthermore, the data revealed minimal variability in responses, indicating that respondents’ perceptions were closely clustered around the mean. This suggests a high level of agreement among respondents regarding the effectiveness of instructional support provided by school heads.

1.3 Communication and Interpersonal Relationship

Communication and Interpersonal Relationship had a general assessment of 4.63, which was verbally interpreted as Fully Manifested, and with a standard deviation of 0.745.

All indicators were verbally interpreted as Fully Manifested. Furthermore, the indicator “The school heads set aside time at faculty meetings for teachers to share ideas on instruction or curriculum” had the highest computed composite mean of 4.83, and the indicator “The school heads visit classrooms to discuss school issues with teachers and students” had the lowest computed composite mean of 4.41. It can be concluded that communication and interpersonal relationships are fostered through regular, open dialogue in faculty meetings, learning action cell sessions, and informal interactions, building trust and collaboration.

The findings were supported by the study of Saguiler (2024), who conducted a

quantitative investigation to examine the relationship between school heads' communication practices, leadership styles, and prevailing school culture in public secondary schools in Majayjay, Laguna. Using survey data gathered from 41 teachers, the study revealed that school heads were consistently perceived to demonstrate assertive, open, and inclusive communication styles. High ratings were observed for leadership behaviors such as effectively leading discussions, respecting teachers' professional dignity, and actively involving teachers in decision-making processes. Leadership styles were likewise evaluated positively, with transformational and transactional leadership emerging as the most prominent, while delegative and authoritative styles received mixed perceptions. Furthermore, the present findings showed responses that were consistently clustered around the mean, indicating minimal variability and a high level of agreement among respondents regarding leadership communication and practices.

1.4 Decision-Making and Delegation

Decision-Making and Delegation had a general assessment of 4.83, which was verbally interpreted as Fully Manifested, and with a standard deviation of 0.538.

Both indicators were verbally interpreted as Fully Manifested. The indicators "The school heads involve teachers in designing staff development program" and "The school heads identify staff development needs through classroom observations" had the computed composite mean of 4.83.

The results revealed that school heads strongly manifest leadership in the area of staff development, particularly by involving teachers in designing programs and by identifying professional needs through classroom observations. With both indicators receiving a composite mean of 4.83 and verbally interpreted as "Fully Manifested," it is evident that teachers perceived their school heads as proactive and inclusive in fostering professional growth. This implies that the responses are almost similar. The leadership practices in Cluster 3 schools emphasize collaboration and responsiveness, ensuring that staff development initiatives are not only aligned with institutional goals but also tailored to the actual needs observed in classrooms. Such practices strengthen teacher capacity, build trust between school heads and faculty, and contribute to a culture of continuous improvement within the school community. It can be concluded that decision-making and delegation entail participatory processes where school heads use performance data to inform decisions and empower teachers with responsibilities, enhancing shared leadership.

In support of this, Harris and Jones (2021) mentioned in a study that leadership practices that involved the deliberate distribution of authority and the active engagement of various stakeholders in school governance significantly enhanced institutional ownership and organizational effectiveness. They emphasized that when decision-making responsibilities are shared among teachers, staff, parents, and other community partners, stakeholders developed a deeper sense of commitment toward school goals and were more likely to contribute meaningfully to improvement initiatives. This

participatory approach not only strengthens collaboration but also fosters a culture of collective accountability, which is essential for sustaining positive educational outcomes

1.5 Recognition and Motivation of Teachers

Recognition and Motivation of Teachers had a general assessment of 4.67, which was verbally interpreted as Fully Manifested, and with a standard deviation of 0.647. All indicators were verbally interpreted as Fully Manifested. Furthermore, the indicator “The school heads ensure that in-service activities attended by staff are consistent with the school’s goals” had the highest computed composite mean of 4.84; the indicator “The school head acknowledges teachers’ exceptional performance by writing memos for their personnel files” had the lowest computed composite mean of 4.53.

The findings imply that school heads place strong emphasis on aligning professional development initiatives with the school’s overall goals and priorities. By ensuring that in-service training activities were consistent with institutional objectives, school heads demonstrated a leadership approach that values coherence, strategic direction, and purposeful professional growth. The minimal variation in respondents’ ratings, as indicated by scores closely clustered around the mean, suggests a high level of consistency in their assessments. Such practices promote a unified direction for staff development and enable teachers to acquire competencies that directly support the school’s mission and long-term objectives. It can be concluded that the leader has the capacity to foster trust, maintain open channels for dialogue, and build positive relational dynamics within the school community.

According to Sutchter et al. (2023), the school head’s effectiveness in promoting a positive school climate was achieved through clear communication and supportive interactions between teachers and learners. The authors asserted that when school leaders communicated expectations with clarity, provided consistent guidance, and ensured that information flowed smoothly across all levels of the institution, a sense of structure and psychological safety was created. Such transparency helped teachers feel more confident and aligned with the school’s goals, thereby strengthening their instructional practices.

Research Question Number 2. What is the quiet quitting level among public school teachers in Calamba City, Cluster 3, assessed by the school heads and teachers in terms of:

2.1 Lack of Motivation

Lack of Motivation had a general assessment of 1.85, which was verbally interpreted as Disagree/ Low, and with a standard deviation of 1.276. Some indicators were verbally interpreted as Disagree/ Low, Strongly Disagree/Very Low. The indicator “I find motives in my job” had the highest computed composite mean of 2.11, and the indicator “I feel inspired when I work” had the lowest computed composite mean of 1.6. It can be concluded that lack of motivation may hamper the job of an individual. The

findings were supported by the study of Baggay et al. (2021), which investigated the impact of school heads' instructional supervision on teachers' job satisfaction in public elementary schools in Malolos City, Philippines. Teachers reported high satisfaction levels, particularly in areas of working conditions, professional growth, and bonuses, with slightly lower satisfaction in salary, vacation leave, and retirement plans. Notably, classroom observation showed a negative coefficient, which suggested that increased observation may reduce satisfaction, despite its necessity for instructional quality. The study concluded that targeted interventions, such as mentoring, training, and instructional support, enhanced teacher satisfaction more effectively than evaluative supervision alone. These insights underscored the importance of developmental, rather than purely evaluative, supervisory approaches in fostering a supportive and motivating school climate.

Lack of motivation refers to a diminished intrinsic drive and reduced inspiration to perform work meaningfully. It is characterized by an absence of personal fulfillment, enthusiasm, or a sense of purpose derived from one's job. This condition commonly emerged when employees' needs for recognition, support, and meaningful involvement are unmet, resulting in emotional disengagement from their work roles (Harter et al., 2020; Zewude & Herczenik, 2022).

This implies that most teachers remain motivated and emotionally engaged in their teaching responsibilities. Existing school structures, leadership practices, and work conditions are generally effective in sustaining teachers' sense of purpose. Nevertheless, the standard deviation of 1.276, though interpreted as minimal scatteredness, confirms that teachers hold varied perceptions about their motivation, indicating that some teachers may already be experiencing early signs of emotional disengagement. That teachers continue fulfilling their duties, but with reduced enthusiasm. If left unaddressed, this may limit creativity, initiative, and willingness to go beyond minimum job requirements.

Correspondingly, a case study of public schools in Mbarara District, conducted by Okee and Namuyonga (2024) revealed that lack of motivation among teachers was primarily driven by poor working conditions, inadequate compensation, limited professional development, and insufficient administrative support. The authors noted that many teachers experienced chronic dissatisfaction due to low salaries that failed to meet basic living needs, with average earnings far below the regional cost of living. Overcrowded classrooms, often reaching pupil-teacher ratios of 1:60, combined with shortages of teaching materials and inadequate infrastructure, further diminished teachers' morale and sense of professional efficacy. The study highlighted that only 45% of schools have sufficient instructional resources, creating daily frustrations that undermined motivation. Additionally, limited access to professional development left teachers feeling stagnant and unsupported in their career growth. The findings also showed that a lack of recognition and appreciation contributed significantly to demotivation, as teachers frequently felt undervalued by both school leadership and the broader system.

These conditions collectively lead to burnout, absenteeism, and increased turnover intentions, with nearly 30% of teachers considering leaving the profession within the past year. Overall, the study demonstrated that systemic underfunding, poor working environments, and inadequate support structures were central to the persistent lack of motivation among teachers in Mbarara's public schools.

2.2 Detachment

Detachment had a general assessment of 2.64, which was verbally interpreted as Moderate. The computed standard deviation of 1.412 indicates a high level of variability in the responses. This suggests that participants expressed differing perspectives regarding the variable on lack of motivation.

Some indicators were verbally interpreted as Agree/ Moderate or Disagree/ Very Low. The indicator "I do the basic or minimum amount of work without going above and beyond" had the highest computed composite mean of 2.77; meanwhile, the indicator "I take as many breaks as I can" had the lowest computed composite mean of 2.59.

The study suggests that school heads can play a critical role in mitigating teacher detachment by fostering a positive work outlook and encouraging teachers to perform beyond minimum expectations, recognizing that teachers are not only classroom practitioners but also future instructional leaders. Moreover, leadership practices that emphasize motivation, recognition, autonomy, and professional growth are essential in counteracting quiet quitting tendencies. By creating supportive and empowering environments, school heads can help transform detachment into renewed engagement and commitment, thereby sustaining teachers' professional identity and long-term contributions to school improvement. The findings that teachers limit themselves to basic responsibilities suggests a weakening of professional identity. Detachment may erode teachers' self-concept as instructional leaders, mentors, and role models. This has implications for the long-term development of leadership capacity within schools, as teachers who disengage emotionally are less likely to innovate, mentor colleagues, or assume leadership roles in the future.

In the study of Palad (2023), the emerging phenomenon of quiet quitting in the education sector was explored and was defined as a subtle form of disengagement in which educators remained physically present but were emotionally detached from their professional responsibilities. The study highlighted that quiet quitting was distinct from burnout or overt resignation, as it was characterized by passive withdrawal and diminished motivation. Rooted in organizational behavior theories, the phenomenon was linked to excessive workload, lack of autonomy, insufficient support, and limited professional development. Palad emphasized that quiet quitting reflected deeper systemic issues such as toxic work environments, inequitable career advancement, and inadequate leadership, all of which undermined educators' sense of purpose and well-being. Furthermore, the study also noted that quiet quitting negatively affected teaching quality, research productivity, and administrative efficiency, while exacerbating mental health challenges such as stress and burnout.

Similarly, in the qualitative investigation of quiet quitting among teachers, Yilmaz, K., et. al (2025) found that one of the most prominent manifestations of quiet quitting was psychological and relational detachment from the school environment. Both teachers and school administrators consistently described behaviors indicating withdrawal from professional engagement, such as minimizing communication with colleagues and administrators, avoiding participation in school activities, and distancing themselves from social interactions within the school community. This detachment also appeared in teachers' reluctance to contribute ideas during meetings, their preference to remain silent, and their tendency to avoid involvement in collaborative or extracurricular tasks. In fact, study highlighted that this distancing was not merely social but also emotional and professional, as teachers exhibiting quiet quitting often showed reduced motivation, diminished enthusiasm for teaching, and a declining sense of professional commitment. These patterns of detachment reflected a broader disengagement from the school culture and professional responsibilities, signaling deeper dissatisfaction and burnout within the teaching workforce.

2.3 Lack of Initiative

Lack of Initiative had a general assessment of 2.72, which was verbally interpreted as Agree/ Moderate. The standard deviation of 1.298 showed that people's answers were quite spread out. All indicators were verbally interpreted as Agree/ Moderate, the indicator "I don't express opinions and ideas about my work because I am afraid that the manager assigns me more tasks." had the highest computed composite mean of 2.76 meanwhile, the indicator "I don't express opinions and ideas about my work because I think that working conditions are not going to change." had the lowest computed composite mean of 2.68.

The study suggests that lack of initiative is very important in work, because it affects the productivity of an individual in an organization. From an organizational perspective, a moderate lack of initiative implies potential constraints on productivity, innovation, and continuous improvement. When teachers wait for instructions rather than acting proactively, decision-making and problem-solving processes may slow down. In the school setting, this may limit instructional innovation, leadership development, and collaborative engagement, ultimately affecting school effectiveness and student outcomes.

Also, the findings imply a leadership challenge and opportunity. School heads may need to cultivate a work environment that encourages initiative by ensuring psychological safety, recognizing proactive behavior, and clarifying that idea-sharing will not automatically result in additional burdens. Supportive and participative leadership can help reduce fear-driven passivity and empower teachers to contribute meaningfully.

Additionally, employees who take initiative tend to anticipate needs, identify problems early, and propose or implement solutions without waiting for explicit instructions. In contrast, individuals with low initiative often wait to be told what to do, even in situations that require immediate judgment or creativity. This passivity can lead to

missed opportunities, unresolved issues, and inefficiencies, particularly in professions such as teaching where responsiveness, creativity, and decision-making are essential.

Overall, the implication is that moderate lack of initiative represents an early manifestation of quiet quitting that, if left unaddressed, may evolve into deeper disengagement. Proactive leadership interventions, inclusive decision-making, and recognition of initiative are therefore essential in sustaining teacher productivity, motivation, and professional growth.

Lack of initiative referred to the reluctance to proactively contribute ideas, take on new responsibilities, or drive improvements, stemming from perceived futility, fear of added workload, or a diminished belief in organizational change. It represented a passive approach to professional roles, wherein individuals refrained from innovative or voluntary actions (Zewude & Herczenik, 2022). In this study, it pertained to teachers' self-reported avoidance of expressing opinions, suggesting improvements, or assuming leadership or mentoring roles due to anticipated negative outcomes. Higher scores reflected greater levels of quiet quitting manifested through declining professional initiative and withdrawal from leadership or mentoring responsibilities.

Furthermore, in a study on the implementation of the K to 12 curriculum, Ras (2024) found that one of the recurring challenges faced by public elementary school teachers was a noticeable decline in initiative when confronted with curriculum demands. Although the study primarily explored difficulties, coping strategies, and insights, the findings indirectly revealed that teachers' lack of initiative often stemmed from systemic barriers such as scarce learning materials, inadequate training, low-quality instructional resources, and increased workload. These conditions created an environment in which teachers felt overwhelmed and underprepared, leading many to rely on minimal compliance rather than proactive engagement. Ras noted that teachers frequently struggled to adapt instructional strategies, innovate classroom practices, or independently seek professional development because the structural demands of the K to 12 reforms left them with limited time, energy, and support. As a result, teachers tended to focus on completing required tasks rather than initiating improvements or exploring creative approaches to curriculum implementation. This lack of initiative was not attributed to teacher apathy but rather to the cumulative effects of resource shortages, insufficient guidance, and the heavy administrative burden placed on them during the reform process.

Research Question Number 3. Is there a significant difference between the assessment of leadership styles, the manifestation of the school heads, and the quiet quitting level among public school teachers?

There was no significant difference between the responses of the two groups of respondents on the variables. As shown in Table 3.1, the computed probability values of .136 and .301 were greater than the level of significance of 0.05 using the Independent Samples *t*-test; thus, the null hypothesis was accepted.

The findings indicate that both teachers and school heads share similar

assessments regarding the level of manifestation of educational leadership styles in terms of communication and interpersonal relationships, as well as recognition and motivation. Both groups perceived that open and effective communication is present within the school environment, allowing teachers to freely express their opinions, concerns, and ideas.

On the other hand, the test of significant difference on the assessment of school heads and teachers regarding the manifestation level of educational leadership style among school heads in Cluster 3, Calamba City, particularly in terms of vision and goal setting, instructional support and supervision, and decision-making and delegation, generated computed probability values of .019, .000, and .000, respectively. These values were less than the level of significance of 0.05 using the Independent Samples *t*-test; therefore, the null hypothesis was rejected. Hence, there was a significant difference between the responses of the two groups of respondents on the variables. Furthermore, recognition and motivation were perceived by the respondents as being consistently provided, not only at the individual school level but also across Cluster 3. This shared perception reflects a generally supportive leadership environment that values collaboration, acknowledgment, and professional encouragement among educators.

The results imply that significant differences in assessment arise between school heads and teachers in certain dimensions of educational leadership style because the two groups held different positions and performed distinct roles within the school. The study identified that school heads were responsible for policy implementation, decision-making, supervision, and goal setting, which may have led them to perceive their leadership practices more favorably or differently. In contrast, teachers experienced these leadership practices from an implementation and classroom perspective, which influenced how they assessed areas such as vision and goal setting, instructional support and supervision, and decision-making and delegation.

The presence of significant differences in these areas suggests that school heads and teachers do not share the same level of perception regarding how leadership practices are manifested, possibly due to differences in responsibilities, authority, and expectations. Meanwhile, the absence of significant differences in communication and interpersonal relationships, as well as recognition and motivation, indicates a shared perception between the two groups. This implies that both school heads and teachers experience similar levels of openness in communication and feel equally acknowledged and motivated within the school environment.

Overall, the findings suggest that while role-related responsibilities influence perceptions of leadership practices in certain domains, interpersonal aspects of leadership, such as communication, relationships, recognition, and motivation, are consistently experienced by respondents in Cluster 3, Calamba City.

The findings were supported by Decir and Paglinawan (2024), who examined how school heads' communication competence and organizational commitment influenced the implementation of School Improvement Plans (SIPs) in Maramag, Bukidnon. Their study found that school heads demonstrated very high levels of communication competence

across verbal, non-verbal, and learning domains. Likewise, organizational commitment was rated highly, particularly in the affective and normative dimensions, which suggested strong emotional attachment and moral dedication to their roles. These results underscored the importance of cultivating effective communication skills and solid organizational commitment to enhanced school leadership effectiveness. The authors recommended the implementation of targeted training programs and leadership initiatives to strengthen emotional ties, promote stakeholder engagement, and foster a collaborative school culture aimed at improving overall educational outcomes.

Table 3.2

There was a significant difference between the responses of the two groups of respondents on the variables. As shown in Table 3.2, the computed probability values of **0.027**, **0.033**, and **0.005** were less than the level of significance of 0.05 using the Independent Samples *t*-test; thus, the null hypothesis was rejected. The findings were supported by the study of Mahand and Caldwell (2023), who examined the causes and organizational implications of quiet quitting and framed it as a widespread response to managerial failure to fulfill core leadership responsibilities. Their study identified five primary drivers of quiet quitting: the absence of professional growth opportunities, failure to value employees, increasing disconnection and isolation, lack of autonomy, and erosion of trust in leadership.

These factors were found to undermine employee engagement, well-being, and commitment, thereby contributing to the broader trend of disengagement and the Great Resignation. The authors proposed five corrective strategies for leaders, namely delivering on promises, prioritizing workplace culture, investing in employee well-being, promoting diversity and inclusion, and creating meaningful work opportunities. They concluded that unless organizations shifted toward empathetic, inclusive, and purpose-driven leadership, quiet quitting would persist and continue to erode productivity and morale.

Research Question Number 4. Is there a significant relationship between leadership styles manifestation of the school heads and quiet quitting level among public school teachers?

Table 4

There was a significant inverse relationship between the educational leadership style manifestation level and quiet quitting level among public school teachers in Cluster 3, Calamba City. The *r* values ranging from -.242 to -.496 were interpreted as indicating low to moderate negative correlation between educational leadership style manifestation level and Quiet Quitting Level. The computed probability values .000, .001, .002, .004, and .005 were less than the level of significance ($P < 0.05$); thus, the null hypothesis was rejected.

It can be concluded that the educational leadership style manifestation level has a

significant inverse relationship with the level of quiet quitting among public school teachers in Cluster 3, Calamba City. This means that stronger and more effective educational leadership contributes directly to reducing quiet quitting behaviors among teachers. The findings revealed that when school heads consistently demonstrate clear vision and goal setting, provide instructional support and supervision, practice inclusive decision-making and fair delegation, and maintain open communication and positive interpersonal relationships, teachers tend to be more engaged, motivated, and committed to their work. Additionally, the results showed that while there were significant differences between the assessments of school heads and teachers in areas such as vision and goal setting, instructional support, and decision-making, both groups shared similar perceptions regarding communication, interpersonal relationships, recognition, and motivation.

These shared perceptions further support the conclusion that effective leadership practices foster a supportive work environment, thereby decreasing teachers' tendency to disengage or withdraw from their professional responsibilities.

The findings were supported by the study of Putra (2021), who investigated the effectiveness of school heads' decision-making in relation to managerial competence and the learning environment in elementary schools within the Schools Division of Antique. The study revealed that although school heads generally demonstrated high levels of decision-making skills, there were no statistically significant relationships between these skills and their managerial competence or the quality of the learning environment. This finding suggested that decision-making effectiveness operated independently of other leadership dimensions. Furthermore, the study found no significant differences in decision-making skills when respondents were grouped according to civil status, educational attainment, school size, type of school, or length of service. These results challenged the assumption that demographic or institutional variables strongly influenced leadership effectiveness and instead emphasized the need for more nuanced frameworks that accounted for contextual and behavioral factors in school management.

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

The action plan was designed to address two critical areas identified in the study: communication and interpersonal relationships, and teacher motivation, which were strongly linked to leadership effectiveness and the reduction of quiet quitting among teachers in Cluster 3, Division of Calamba City. The plan translated the study's findings into practical strategies collaboratively implemented by school heads and teachers to strengthen leadership practices and foster a supportive school environment.

To enhance communication and interpersonal relationships, the action plan emphasized capability-building activities for school heads, such as conflict management simulations and communication style assessments, as well as the establishment of regular feedback mechanisms and an open-door policy. These strategies promoted open communication, inclusivity, trust, and collaboration. To address declining motivation, the

plan proposed the implementation of a Teacher Recognition Program that acknowledged teachers' efforts through formal and informal rewards, thereby reinforcing teachers' sense of value and commitment. A monitoring and evaluation mechanism was also included to ensure accountability, sustainability, and continuous improvement of the action plan. Overall, the action plan provided a structured approach to strengthening educational leadership, improving teacher motivation, and reducing quiet quitting within the cluster

Conclusions

The following conclusions have been derived:

1. That the public elementary school heads in Cluster 3, Division of Calamba City, consistently demonstrate a well-developed and fully manifested leadership style.
2. That the moderate level of quiet quitting among public school teachers in Cluster 3 suggests emerging concerns and poses a potential risk that may eventually hinder teachers' performance if not properly addressed.
3. That school heads and teachers both acknowledge that communication occurs in school and that teachers can share their opinions. However, a perceptual gap exists; school heads believe they clearly communicate the vision, provide instructional support, and delegate tasks effectively, but teachers do not fully agree. Likewise, school heads and teachers differ in how they view quiet quitting, with teachers perceiving it at a higher level and experiencing disengagement more directly.
4. That the higher the level of manifestation of the educational leadership style, the lower the level of quiet quitting among teachers.
5. That the proposed leadership action plan is instrumental in helping leaders and teachers lead with purpose and reinforce the indicators that are less implemented, which aids in promoting school effectiveness, communication, interpersonal relationships, and greater motivation among teachers.

Recommendations

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

1. The school heads of Cluster 3, Division of Calamba City may sustain and enhance their leadership style, particularly in communication and interpersonal relationships; regular capability-building activities may be implemented. These activities should be inclusive and meaningful, aiming to strengthen trust, unity, and collaboration among school heads and teachers.
2. The school heads of Cluster 3, Division of Calamba City, may reinforce teacher motivation and reduce the prevalence of quiet quitting by institutionalizing a

Teacher Recognition Program with clear, fair, and achievable criteria. Recognition should be timely and equitable to ensure that all teachers feel acknowledged and valued for their efforts.

3. The school heads may uphold open, transparent, and responsive communication to strengthen leadership communication practices. Regular feedback sessions and consultation schedules will help identify concerns early, encourage, and guide teachers toward professional growth and improved performance.
4. The school heads may establish a monitoring and evaluation mechanism to ensure accountability and long-term success. Regular reviews of the implementation of leadership and motivational strategies will help identify strengths, areas for improvement, and necessary adjustments to achieve the desired school outcomes.
5. The school leaders may implement the proposed leadership action plan to strengthen leadership practices and address the issue of quiet quitting among teachers.
6. Future researchers may explore the long-term impact of the implemented action plan, examining its sustainability and its effects on teacher engagement, motivation, and performance. This will help determine whether the leadership strategies and motivation-enhancing activities have lasting benefits within Cluster 3 schools.

Compliance with Ethical Standards

This study adhered to ethical standards for research involving participants. Permission was obtained from the administrators of participating schools, and informed consent was secured from all respondents. Participants were informed that their involvement was voluntary and that they could withdraw from the study at any time without penalty. The research complied with the ethical guidelines of the American Psychological Association, the Data Privacy Act of 2012 (Republic Act No. 10173), and the policies of the Graduate School of Laguna College of Business and Arts (LCBA). Confidentiality and anonymity were ensured throughout the study. No personal identifiers were collected, and all data were treated with strict confidentiality, securely stored, and accessible only to the researcher and adviser. Research data were properly disposed of upon completion of the study in accordance with institutional guidelines. AI-assisted applications, including Microsoft Copilot, NotebookLM, and Grammarly, were used only for idea organization and language

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