

THE INFLUENCE OF THAI SCHOOL HEADS' LEADERSHIP STYLE ON FILIPINO TEACHERS' EXPERIENCE IN CHONBURI, THAILAND

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ABSTRACT

This study explored how Thai school heads' leadership styles affect Filipino teachers in Chonburi, Thailand, focusing on job satisfaction, motivation, performance, and emotional well-being. Data from 30 teachers across various schools were collected through a survey. Analyses included descriptive statistics, t-tests, ANOVA, Pearson correlation, and regression analysis. Findings revealed that Filipino teachers in Chonburi are predominantly early- to mid-career educators, equally distributed by gender, with most working in kindergarten and primary schools, and primarily employed in public institutions. Results showed that Thai school heads demonstrate high levels of transformational and transactional leadership, while exhibiting minimal laissez-faire practices. Transformational leadership, particularly idealized influence and inspirational motivation was perceived most strongly by teachers. Leadership styles were found to influence teacher outcomes positively. Filipino teachers reported high levels of job satisfaction, motivation, and performance under supportive leadership, as well as improved emotional well-being, primarily when leaders provided encouragement and constructive feedback. Statistical analyses indicated significant relationships between leadership styles and all four teacher outcome variables. Meanwhile, no significant differences were found among teachers grouped by demographic profiles, supporting the study's null hypothesis. The study concludes that influential leadership, particularly transformational leadership, plays a vital role in enhancing Filipino teachers' overall professional experience in Thai schools. It recommends leadership development programs that focus on vision-building, emotional support, professional growth, and instructional guidance to further enhance multicultural school environments. The findings may guide school administrators, policymakers, and future researchers in strengthening leadership practices and promoting teacher well-being in diverse educational settings.

Keywords: *Leadership Styles, Transformational Leadership, Transactional Leadership, Laissez-faire Leadership, Filipino Teachers, Teacher Outcomes, Job Satisfaction, Teacher Motivation, Teacher Performance, Emotional Well-being, Thai School Heads, Descriptive-Correlational Study, Multicultural Education, Chonburi, Thailand.*

INTRODUCTION

Filipino teachers in Thailand play a crucial role in shaping young learners' perspectives. The Thai education system highly values its dedication, passion, and expertise. Despite their geographical distance from the Philippines, these educators incorporate elements of Filipino culture and values—such as respect, empathy, and perseverance—into their teaching practices. Their influence extends beyond academics, as they contribute to their students' emotional and moral development, leaving a lasting impact on their lives and the broader educational community. Teachers form the foundation of communities, societies, and nations. Effective teaching serves as a cornerstone for developing responsible citizens and promoting social progress. However, for teachers to perform optimally, strong and supportive leadership is vital. Leadership, in its essence, is the art of guiding individuals toward a shared vision for collective growth. However, defining leadership remains complex. As Mifsud (2024) notes, leadership is difficult to conceptualize because it can be viewed simultaneously as a process, a position, a philosophy, or a social construct. This complexity raises questions about whether leadership is rooted in personal traits, contextual factors, or human interaction, highlighting the intricate nature of leadership in educational environments.

In educational settings, the presence of influential leaders is not just significant; it is urgent. Teachers and other staff members often look to school leaders to foster institutional progress and innovation. According to Maimun (2020), the introduction of new leadership styles in academic institutions usually sparks expectations of positive change and growth. To ensure educational quality, all personnel must be equipped to face future challenges through continuous learning, collaboration, and visionary leadership. A forward-thinking leader not only enhances individual performance but also inspires a collective drive toward achieving institutional excellence.

Educational institutions, therefore, require clear direction and consistent guidance. Influential school leadership involves setting a vision, communicating goals, coordinating actions, building partnerships, and motivating staff toward excellence. When school leaders model integrity and empathy, they cultivate a sense of purpose and unity among teachers. Leadership effectiveness is also shaped by a leader's experience, educational background, values, and cultural sensitivity. As Zhang (2025) emphasizes, distributed and strategic leadership fosters alignment between institutional goals and individual motivation, improving collaboration, satisfaction, and overall performance.

However, many educational institutions, especially in developing contexts, continue to face challenges of limited leadership capacity. Inexperience in management and limited exposure to global best practices can hinder the development of responsive, adaptive leadership. As the educational landscape rapidly evolves, school leaders must demonstrate flexibility, creativity, and cultural intelligence to address emerging challenges. Strengthening leadership competencies is not only crucial for administrative success but also for sustaining teacher motivation, emotional well-being, and instructional quality.

Given these conditions, studying leadership styles in education is essential to understand how different approaches influence teacher performance, satisfaction, and resilience. In Thailand, where Filipino teachers make up a significant part of the teaching workforce, examining how Thai school leaders' styles influence these educators offers valuable insights. It sheds light on cross-cultural leadership dynamics

and contributes to efforts to enhance teacher well-being and foster globally competitive educational institutions.

In line with this objective, the study focuses on three leadership styles—Transformational, Transactional, and Laissez-faire—based on Bass and Avolio's Full Range Leadership Theory (FRLT). These styles were selected because they represent the complete spectrum of leadership behaviors commonly observed in educational institutions and are widely supported in international research.

Transformational leadership is included due to its strong positive influence on teacher motivation, satisfaction, and performance. Studies conducted in Thailand and neighboring countries (Wang et al., 2023; Tongsakorn et al., 2023; Bsoul & Vasiliuță-Ștefănescu, 2021) consistently show that transformational leaders inspire teachers, promote professional growth, and foster supportive work environments—factors essential for Filipino teachers working in a foreign context.

Transactional leadership is considered because Thai schools often operate within structured, hierarchical systems in which rewards, performance expectations, and accountability play central roles. Research shows that transactional practices contribute to teacher efficiency and satisfaction when implemented consistently (Haxhihyseni et al., 2023; Ma & Marion, 2025), making this style relevant to understanding leadership dynamics in Thai schools.

Laissez-faire leadership is also included to capture instances of low or absent leadership. While generally associated with adverse outcomes, studying laissez-faire leadership helps identify gaps where teachers may feel unsupported, disengaged, or unclear about expectations. The existing literature (Zhong, 2024; Bsoul & Vasiliuță-Ștefănescu, 2021) shows that laissez-faire leadership can reduce morale and performance, underscoring the need for a comprehensive assessment of leadership impact.

The integration of these three leadership styles provides a comprehensive understanding of how Thai school heads influence Filipino teachers' professional experiences. This approach contributes to strengthening educational leadership and improving teacher well-being within multicultural learning environments.

Background of the Study

According to recent data from the Commission on Filipinos Overseas (CFO, 2023), there are over 17,000 to 18,000 Filipino migrant workers currently residing in Thailand, a significant proportion of whom are employed in the education sector. Filipino teachers remain the largest group within the professional category of overseas Filipino workers due to their strong English proficiency, adaptability to multicultural environments, and professional teaching qualifications (Department of Migrant Workers [DMW], 2024). They are highly sought after in Thailand's basic education system, where they contribute not only to improving English language instruction but also to fostering cross-cultural understanding and collaboration (Gonzales & Bautista, 2023). Their continued presence underscores the growing influence of Filipino educators in strengthening Thailand's educational landscape.

According to data from the Foreign Workers Administration Office (FWAO), the Filipino population in Thailand rose by 41 percent from 2015 to the third quarter of 2020, as reported by the Philippine Embassy in Bangkok, the authority on these matters. However, it may not be right this time because it acted after its exile to safeguard Regnum's interests abroad, and it is the most up-to-date source of information on Filipinos living abroad. In Thailand, the number is 31,183 as of June

30, 2021. There is currently no agreement in place regarding labor migration between Thailand and the Philippines.

According to Mala (2020), a 2017 study by Thailand's Department of Employment found that Filipinos outnumbered migrant workers from nine other nations in education, management, engineering, architecture, and business. Thailand has been recruiting English teachers on an ongoing basis since 2000. As a citizen of an ASEAN member state, a Filipino can stay in Thailand for up to 30 days without a visa. Every year, individuals from the Philippines seek employment in educational institutions, hospitality venues, and various other sectors. Filipino educators are recognized for their outstanding teaching skills, professionalism, and commitment, making them highly regarded in Thailand.

The Philippine government continues to recognize overseas Filipino workers (OFWs), often referred to as modern-day heroes, for their significant contributions to national development through remittances. Various programs and incentives are implemented to acknowledge their role in sustaining household income and supporting economic growth. According to the Bangko Sentral ng Pilipinas (BSP, 2024), OFW remittances remain one of the country's top sources of foreign exchange, reaching record levels and serving as a critical stabilizer for the national economy. These remittances not only bolster the country's foreign reserves but also contribute substantially to education, health, and community development across the Philippines.

Filipinos face considerable challenges related to overseas employment, particularly extended periods of family separation. The Philippine Statistics Authority (PSA) reported that approximately 1.96 million Overseas Filipino Workers (OFWs) were employed abroad between April and September 2022.

Filipino teachers represent the largest group of foreign educators in Thailand and are significantly influenced by the leadership styles of English as a Foreign Language (EFL) school administrators in Chonburi. They work in both public and private institutions at the Anuban (kindergarten), Prathom (elementary), and Mathayom (secondary) levels. Educators from the United Kingdom and the United States are the next-largest groups. Additionally, Filipino educators teach at universities, ranging from prominent institutions to those located in remote villages across the Kingdom.

Filipino Teachers in Thailand

Filipino teachers comprise one of the largest groups of foreign educators in Thailand, driven primarily by limited employment opportunities and low wages in the Philippines (Department of Migrant Workers [DMW], 2024; Nicolas, 2011). Although English is their second language, Filipino teachers are widely employed across various educational levels due to their professional competence and dedication to teaching (Knell, 2017; Ulla, 2017; Galindez, 2024). However, existing literature documents persistent challenges, including discrimination, underpayment, unequal treatment compared to native English-speaking teachers, and insufficient legal and institutional protections, which negatively affect their professional identity and teaching experiences (Grumo & Siriwato, 2024; Perez Amuraro et al., 2020). Despite these challenges, Filipino educators demonstrate resilience and sustained professional commitment, viewing overseas teaching as a pathway to financial stability, career advancement, and personal growth (Gonzales & Bautista, 2023; Reyes & Chan, 2023).

Leadership Styles and Teacher Outcomes

Previous studies in Thailand demonstrate that school administrators' leadership styles significantly influence teacher performance, motivation, organizational culture, and professional behavior. Learning, innovative, 21st-century, and transformational leadership have been associated with improved school quality culture, enhanced teacher motivation, stronger digital citizenship, and increased employee satisfaction and commitment (Kosadee et al., 2020; Saengsri et al., 2024; Srisung et al., 2023; Tangsiripattana et al., 2024; Widtayakornbundit & Phinaitrup, 2021). These findings underscore the critical role of school leadership in fostering supportive work environments and addressing contemporary educational challenges. Building on this evidence, the present study examines the influence of school heads' leadership styles on Filipino teachers' experiences in Chonburi, Thailand, particularly in shaping their professional identity, motivation, and adaptation within a foreign educational context.

Impact of Leadership Styles on Teacher Job Satisfaction

Empirical studies highlight the significant role of school leadership styles in shaping teachers' job satisfaction and well-being. Democratic and transformational leadership styles have been consistently associated with higher levels of teacher satisfaction, motivation, and positive work environments in various educational contexts, including Tanzania, Israel, Albania, China, and Indonesia (Bsoul & Vasiluță-Ștefănescu, 2021; Haxhihyseni et al., 2023; Ma & Marion, 2025; Tarigan & Nurmiati, 2024; Witike & Habi, 2022). In contrast, transactional and avoidant leadership styles show weaker or negative relationships with job satisfaction, emphasizing the need for supportive and inclusive leadership practices. These findings are relevant to the present study on Filipino teachers in Chonburi, Thailand, as effective leadership may help address challenges related to cultural and language barriers. Transformational and democratic leadership styles can foster inclusive school environments, enhance teacher satisfaction and retention, and improve teaching performance, highlighting the critical role of school heads' leadership in supporting teachers' professional experiences.

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Teacher Motivation and Leadership Behavior

Previous studies consistently demonstrate that leadership behavior, particularly transformational leadership, plays a critical role in enhancing teacher motivation, innovation, and performance. Transformational leadership has been shown to increase teachers' satisfaction, self-efficacy, and motivation by providing individual support, fostering collaboration, and promoting professional growth (Schoch et al., 2021; Zainal & Mohd Matore, 2021; Urooj et al., 2023). Additionally, leadership practices that emphasize social support and inspiration contribute to reduced burnout, increased resilience, and improved academic and professional outcomes (Trigueros et al., 2020). These findings are relevant to the experiences of teachers in Chonburi Province, Thailand, where school heads' leadership behaviors significantly influence teachers' motivation and performance. By adopting transformational leadership practices that focus on support, professional development, and teacher empowerment, school leaders can foster positive school cultures, enhance teacher satisfaction, and ultimately improve educational outcomes (Deluma & Asmawi, 2020; Saengsri & Phudtang, 2024).

Theoretical Framework

This study is anchored in Bass and Avolio's Full Range Leadership Model (FRLM), which explains leadership behavior along a continuum from ineffective to highly effective. The model identifies three major leadership styles: transformational, transactional, and laissez-faire leadership. FRLM provides a comprehensive framework for examining how school heads' leadership behaviors influence teachers' professional experiences, including job satisfaction, motivation, emotional well-being, and performance. Transformational leadership, as developed by Downton (1973), Burns (1978), and Bass and Avolio (1996), emphasizes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This leadership style motivates teachers by fostering shared vision, professional growth, and positive school culture. Transactional leadership, rooted in Weber's (1947) bureaucratic theory, focuses on structured exchanges, rewards, and corrective actions to ensure compliance and performance. In contrast, laissez-faire leadership is characterized by minimal leader involvement and decision-making, granting teachers high autonomy but often resulting in role ambiguity and reduced effectiveness when guidance is lacking (Sharma & Singh, 2013). In the context of Filipino teachers in Chonburi, Thailand, the Full Range Leadership Model is relevant in examining how varying leadership styles shape teachers' workplace experiences, particularly amid cultural and language challenges. Understanding the strengths and limitations of transformational, transactional, and laissez-faire leadership allows this study to identify leadership practices that foster supportive, inclusive, and productive school environments.

Research Questions

This study aimed to examine how Thai school heads' leadership styles influenced Filipino teachers' professional experiences in Chonburi, Thailand.

Specifically, it addressed the following questions:

1. What is the profile of the Filipino Teachers in teaching different schools in Chonburi, Thailand, in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Years of Teaching Experience

- 1.4 Grade Level Taught
- 1.5 Type of School
2. To what extent do the leaders exhibit the following leadership styles as perceived by the Filipino teachers?
 - 2.1 Transformational Leadership
 - 2.2 Transactional Leadership
 - 2.3 Laissez-Faire Leadership
3. What is the level of influence of the leadership style exhibited by the Thai school heads in terms of the following:
 - 3.1 Job Satisfaction
 - 3.2 Motivation
 - 3.3 Performance
 - 3.4 Emotional Well-being
4. Is there a significant difference between the level of influence of the leadership styles of the Thai school heads when Filipino teachers are grouped according to profile variables?
5. Is there a significant relationship between the leadership styles of the Thai school heads and the level of influence among Filipino teachers?

Hypothesis

1. There is no significant difference in the level of influence of the leadership styles of Thai school heads when Filipino teachers are grouped according to their profile variables.
2. There is a significant relationship between leadership styles and their influence, showing that influence leadership, especially transformational, strongly enhances teachers' motivation, satisfaction, performance, and well-being.\

Scope and Delimitation

This study examined the influence of school head leadership styles on the experiences of Filipino teachers in Chonburi, Thailand, focusing on how transformational, transactional, and laissez-faire leadership affect job satisfaction, motivation, performance, and emotional well-being. A quantitative, descriptive-correlational design was employed, with data collected via a structured survey administered to Filipino teachers in public, private, bilingual, and international schools in Chonburi during the 2024–2025 academic year. The scope of the study was limited to schools within Chonburi Province and included only Filipino teachers; Thai teachers and other foreign educators were excluded. Leadership styles were assessed solely based on teachers' perceptions, and the study focused only on the three specified leadership styles and selected teacher outcomes. Other potential influencing factors, such as salary, workload, and student behavior, were not examined. The study involved 30 Filipino teachers, with the sample size determined by availability, accessibility, and feasibility within the study period.

METHODOLOGY

Research Design

This study employed a quantitative correlational research design to examine the relationship between Thai school heads' leadership styles and their influence on Filipino teachers in Chonburi, Thailand. As defined by Creswell (2012), correlational research measures the degree of association between variables. This design was

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appropriate, as the study investigated the relationships among leadership styles—transformational, transactional, and laissez-faire—and teacher outcomes, including job satisfaction, motivation, performance, and well-being. It also examined whether demographic variables (age, gender, years of experience, grade level taught, and type of school) moderated these relationships. The design allowed the identification of patterns and relationships without manipulating variables, reflecting teachers' experiences in their natural work setting.

Research Locale

This study was conducted in Chonburi Province, located on Thailand's eastern coast about 80 kilometers southeast of Bangkok. Chonburi is an economically dynamic province known for its industrial growth, tourism, and expanding education sector, with major cities such as Pattaya, Si Racha, and Chonburi City. The province is a strategic setting for educational research due to its culturally diverse population and the increasing presence of Filipino teachers employed in private, bilingual, and international schools, particularly in English and subject-teaching roles. Its proximity to Bangkok and continued investment in education make Chonburi an appropriate locale for examining the influence of Thai school heads' leadership styles on Filipino teachers' job satisfaction, motivation, and performance within a diverse educational environment.

Participant of the Study

The participants in this study were 30 Filipino teachers, selected through purposive sampling, who currently live and work in Chonburi province, Thailand. They work full-time or part-time, must have at least one academic term of teaching experience under the current school head, and work across different educational institutions, including Government (public) schools, private schools, bilingual schools, and international schools.

Research Instruments

The study utilized a structured survey questionnaire to collect quantitative data on Thai school heads' leadership styles and their influence on Filipino teachers' job satisfaction, motivation, performance, and emotional well-being. The questionnaire consisted of three sections. The first section gathered demographic information, including age, gender, years of teaching in Thailand, type of school, grade level taught, and length of service under the current Thai school head. The second section, the Leadership Style Inventory, was a researcher-developed instrument based on Bass and Avolio's Full Range Leadership Model, measuring transformational, transactional, and laissez-faire leadership through behavior-based items aligned with relevant literature. The third section focused on **teacher outcomes**, assessing job satisfaction, motivation, self-rated performance, and emotional well-being using a Likert-scale format. This instrument was tailored to the study's context while maintaining theoretical grounding, and experts reviewed it to ensure face and content validity.

Data Gathering Procedures

Data collection and analysis were conducted during the 2024–2025 academic year. Prior to data gathering, formal permission was obtained from school administrators in selected schools in Chonburi, Thailand. Official request letters outlining the study's objectives, procedures, and ethical considerations were submitted. After approval, the researcher developed and validated a researcher-made

survey questionnaire based on established leadership theories, with experts reviewing the instrument for clarity and relevance. Purposive sampling was then used to select Filipino teachers who met the inclusion criteria. Participants were informed of the study's purpose and assured that participation was voluntary and confidential. The questionnaire was distributed online through Google Forms, with respondents given one to two weeks to complete it. Collected data were encoded and verified using Excel and SPSS, and analyzed using descriptive statistics, correlation, and regression analyses to address the research questions and test the hypotheses.

Data Analysis

The quantitative data were analyzed using descriptive and inferential statistical tools, including frequency and percentage counts, mean and standard deviation, t-tests, one-way ANOVA, Pearson Product–Moment Correlation, and simple or multiple linear regression. These statistical techniques were applied appropriately to address each research problem. To determine the profile of Filipino teachers in Chonburi in terms of age, gender, years of teaching experience, grade level taught, and type of school, frequency, percentage, mean, and standard deviation were used. To identify the leadership styles exhibited by Thai school heads, mean, standard deviation, and ranking were employed to determine the dominant style. The influence of leadership styles on job satisfaction, motivation, performance, and emotional well-being was analyzed using means and standard deviations. To examine differences in perceived leadership influence across demographic groups, independent t-tests and a one-way ANOVA were used. Finally, to determine the relationship between leadership styles and teacher outcomes, Pearson correlation and multiple or straightforward linear regression analyses were used to assess the strength and predictive nature of these relationships.

Ethical Considerations

This study strictly adhered to established ethical research standards to ensure the integrity of the research process and to protect the rights and welfare of all participants. The research was guided by principles of honesty and integrity, ensuring that all data were accurately collected, analyzed, and reported without fabrication or misrepresentation. Objectivity was maintained throughout the research process, with no personal bias or external influence affecting the study's design, analysis, or interpretation. Respect for intellectual property was observed through proper citation and acknowledgment of all sources. The study complied with all relevant legal and institutional research regulations in Thailand. Confidentiality and anonymity were strictly maintained; no identifying information about participants, schools, or school heads was collected or disclosed. Participation was entirely voluntary, and informed consent was obtained after respondents were fully briefed on the purpose and procedures of the study, including their right to withdraw at any time. Data privacy and security were ensured through password-protected digital storage accessible only to the researchers. The principles of non-maleficence and beneficence guided the study to prevent harm and promote benefits to the educational community. Throughout the research, the researchers demonstrated professionalism and cultural sensitivity. All ethical procedures and protocols were reviewed and approved by the research adviser prior to data collection.

RESULTS

Table 1.1 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Age

Age	Frequency	Percentage
Below 25 years old	2	6.7
25-34 years old	16	53.3
35-44 years old	12	40.0
Total	30	100.0

Table 1.2 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Gender

Gender	Frequency	Percentage
Male	15	50.0
Female	15	50.0
Total	30	100.0

Table 1.3 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Years of Teaching Experience

Years of Teaching Experience	Frequency	Percentage
0-5 years	12	40.0
6-10 years	11	36.7
11-15 years	7	23.3
Total	30	100.0

Table 1.4 Profile of the Filipino Teachers in Teaching Different Schools in Chonburi, Thailand, in Terms of Grade Level Taught

Grade Level Taught	Frequency	Percentage
Kindergarten and Primary (Grades 1-6)	23	76.7
Secondary (Grades 7-12)	7	23.3
Total	30	100.0

Table 2.1: Leadership Styles Exhibited by the Thai School Heads: Transformational Leadership

Transformational Leadership	WM	VI
1. Idealized Influence (Role Model):		
1.1 My leader demonstrates ethical behavior and values that inspire me.	4.20	A
1.2 My leader sets a good example for others to follow.	4.20	A
1.3 My leader is a highly respected figure within the school.	4.43	SA
1.4 My leader makes me feel proud and respected.	4.10	A
1.5 My leader shows unwavering commitment to the vision and mission of the group.	4.33	SA
Composite Mean	4.25	SA
2. Inspirational Motivation (Visionary):		
2.1 My leader communicates a compelling vision for the future.	4.03	A
2.2 My leader motivates me to work towards achieving challenging goals.	4.10	A

2.3 My leader expresses confidence in our ability to succeed.	4.07	A
2.4 My leader fosters optimism and enthusiasm about what lies ahead.	3.97	A
2.5 My leader helps me recognize the significance and purpose of our work	4.07	A
Composite Mean	4.05	A
3. Intellectual Stimulation (Encouraging Innovation):		
3.1 My leader encourages me to think creatively and solve problems in new ways.	4.07	A
3.2 My leader fosters an environment where new ideas are welcomed.	3.80	A
3.3 My leader challenges me to think critically about my work.	4.03	A
3.4 My leader encourages me to explore different perspectives in addressing issues.	3.93	A
3.5 My leader stimulates me to question assumptions and consider alternative solutions.	3.93	A
Composite Mean	3.95	A
4. Individualized Consideration (Personal Support):		
4.1 My leader shows genuine concern for my personal and professional development.	3.93	A
4.2 My leader provides individualized support to help me improve my performance.	3.93	A
4.3 My leader listens carefully to my concerns and addresses my needs.	3.97	A
4.4 My leader recognizes my unique strengths and helps me utilize them effectively.	3.83	A
4.5 My leader offers guidance and mentorship tailored to my personal growth.	3.90	A
Composite Mean	3.91	A
Grand Mean	4.04	A

Table 2.2 Leadership Styles Exhibited by the Thai School Heads: Transactional Leadership

Transactional Leadership	WM	VI
1. Contingent Reward (Rewarding Performance):		
1.1 My leader provides clear expectations and rewards when I meet them.	3.80	A
1.2 My leader offers incentives for achieving performance goals.	3.73	A
1.3 My leader recognizes and rewards me for a job well done.	3.80	A
1.4 My leader provides timely recognition for achieving assigned tasks.	3.77	A
1.5 My leader links rewards clearly to specific performance outcomes.	3.73	A
Composite Mean	3.77	A
2. Management by Exception (Active) (Monitoring and Correcting Performance):		
1.1 My leader actively monitors my work and provides immediate corrective feedback when necessary.	4.13	A
2.1 My leader is quick to intervene when there is a problem with my performance.	4.13	A
2.2 My leader sets clear guidelines and ensures they are followed strictly.	4.13	A
2.3 My leader ensures errors are corrected promptly to maintain performance standards.	4.13	A
2.4 My leader actively supervises tasks to prevent mistakes before they occur.	4.17	A
Composite Mean	4.14	A
3. Management by Exception (Passive) (Non-interference):		
3.1 My leader waits until problems become serious before stepping in.	3.07	N
3.2 My leader does not interfere unless there is a significant issue with performance.	3.20	N

3.3 My leader prefers to avoid addressing issues until they escalate.	3.13	N
3.4 My leader only addresses mistakes after they have caused noticeable problems.	3.20	N
3.5 My leader refrains from providing guidance until necessary	3.13	N
Composite Mean	3.15	N
Grand Mean	3.68	A

Table 2.3 Leadership Styles Exhibited by the Thai School Heads: Laissez-Faire Leadership

Leadership-Faire Leadership	WM	VI
1. Non-interference (Avoiding Leadership Involvement):		
1.1 My leader avoids making decisions regarding my work.	2.80	N
1.2 My leader seldom provides direction or guidance in my work.	2.67	N
1.3 My leader is absent when decisions need to be made.	2.13	D
1.4 My leader delays decisions even when guidance is needed.	2.33	D
1.5 My leader refrains from providing support in critical work situations.	2.30	D
Composite Mean	2.45	D
2. Lack of Accountability (Absence of Monitoring):		
2.1 My leader rarely provides feedback on my performance.	2.73	N
2.2 My leader does not monitor the quality of my work.	2.60	D
2.3 My leader avoids holding me accountable for outcomes.	2.60	D
2.4 My leader seldom evaluates work outcomes or progress.	2.53	D
2.5 My leader fails to ensure that tasks are completed as expected.	2.60	D
Composite Mean	2.61	N
3. Avoidance of Responsibility (Failure to Take Action):		
3.1 My leader avoids taking responsibility for problems in the school.	2.23	D
3.2 My leader does not step in when challenges arise.	2.23	D
3.3 My leader does not take action to resolve issues affecting the school or staff.	2.13	D
3.4 My leader avoids addressing issues that require timely intervention.	2.37	D
3.5 My leader leaves important problems unresolved, affecting overall performance.	2.17	D
Composite Mean	2.23	D
Grand Mean	2.43	D

Table 3.1: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Job Satisfaction

Job Satisfaction	WM	VI
1. I am satisfied with the professional support provided by my school leader.	3.80	A
2. I feel that my contributions to the school are recognized and valued.	3.70	A
3. I am generally satisfied with the work environment fostered by the school leadership.	4.00	A
4. My overall job satisfaction has increased due to the leadership style of my school leader.	3.87	A
5. I feel acknowledged and appreciated by the school leadership for my efforts in teaching.	3.97	A
6. My leader encourages a positive and motivating work atmosphere.	3.80	A

7. I am satisfied with the opportunities for professional growth provided by the school leadership.	3.73	A
8. School leadership demonstrates fairness and consistency in their decisions.	3.67	A
9. I feel confident that school leadership supports my professional development.	3.90	A
10. My job satisfaction is enhanced by the constructive feedback I receive from my leader.	3.93	A
Composite Mean	3.84	A

Table 3.2: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Teacher Motivation

Teacher Motivation	WM	VI
1. I feel motivated to work harder because of the leadership style in my school.	3.83	A
2. My leader inspires me to go beyond my basic job responsibilities.	3.90	A
3. I am driven to improve my teaching because of the guidance and support I receive from my leader.	3.87	A
4. I feel encouraged to take initiative in my professional development due to my leader's support	3.90	A
5. My leader motivates me to set higher personal and professional goals.	3.70	A
6. I am inspired to maintain a positive attitude toward challenges in my teaching role.	4.00	A
7. My leader encourages me to be innovative and proactive in my classroom.	3.93	A
8. I feel energized to achieve excellence in my work due to my leader's influence.	3.87	A
9. My leader fosters my commitment to continuous learning and improvement.	3.93	A
10. I am motivated to contribute positively to the school community because of my leader's guidance.	3.93	A
Composite Mean	3.89	A

Table 3.3: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Teacher Performance

Teacher Performance	WM	VI
1. My leader's style has positively influenced my performance in the classroom.	3.93	A
2. I feel more effective in my teaching because of the leadership approach in my school.	3.70	A
3. My leader's leadership style helps me achieve high levels of performance.	3.77	A
4. I receive helpful feedback that improves my teaching performance.	3.93	A
5. My leader provides guidance that enhances the quality of my lesson planning.	3.83	A
6. I can manage classroom challenges more effectively due to my leader's support.	3.97	A
7. My leader's encouragement motivates me to perform at my best.	3.90	A
8. I can meet professional standards more consistently because of leadership support.	4.00	A
9. My leader fosters an environment that enables me to implement innovative teaching methods.	3.83	A
10. I feel confident in my teaching abilities because of the constructive feedback and support from my leader.	3.83	A
Composite Mean	3.87	A

Table 3.4: Level of Influence of the Leadership Styles Exhibited by the Thai School Heads in Terms of Emotional Well-Being

Emotional Well-Being	WM	VI
1. The leadership style in my school contributes positively to my emotional well-being.	3.80	A
2. I feel emotionally supported by my school leader when dealing with stressful situations.	3.87	A
3. My leader promotes a healthy work-life balance for me.	3.83	A
4. I am less stressed at work because of the leadership style in my school.	3.70	A
5. My leader creates a work environment that fosters emotional stability.	3.87	A
6. I feel encouraged and reassured by my leader during challenging times.	3.73	A
7. My leader demonstrates concern for my mental and emotional health.	3.70	A
8. I have experienced increased job satisfaction due to the supportive actions of my leader.	3.80	A
9. My leader helps me cope effectively with work-related pressures.	3.73	A
10. I feel emotionally energized and motivated because of my leader's approach to leadership.	3.77	A
Composite Mean	3.78	A

Table 4.1 Difference in the Level of Influence of the Leadership Styles (Job Satisfaction) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables

Job Satisfaction - Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
Below 25 years old	4.75	ANOVA Value = 1.643	0.212	Do not Reject the Hypothesis	Not Significant
25-34 years old	3.64				
35-44 years old	3.95				
Gender					
Male	3.92	T-Test Value = 0.510	0.614	Do not Reject the Hypothesis	Not Significant
Female	3.75				
Years of Teaching Experience					
0-5 years	3.88	ANOVA Value= 1.326	0.282	Do not Reject the Hypothesis	Not Significant
6-10 years	3.55				
11-15 years	4.23				
Grade Level Taught					
Kindergarten and Primary (Grades 1-6)	3.85	T-Test Value = 0.123	0.903	Do not Reject the Hypothesis	Not Significant
Secondary (Grades 7-12)	3.80				
Type of School					
Public	4.05	ANOVA Value=2.901	0.072	Do not Reject the Hypothesis	Not Significant
Private	3.12				
International	3.88				

Table 4.2 Difference in the Level of Influence of the Leadership Styles (Teacher Motivation) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables

Teacher Motivation - Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
Below 25 years old	4.75	ANOVA Value = 1.344	0.278	Do not Reject the Hypothesis	Not Significant
25-34 years old	3.71				
35-44 years old	3.98				
Gender					
Male	4.00	T-Test Value = 0.693	0.494	Do not Reject the Hypothesis	Not Significant
Female	3.77				
Years of Teaching Experience					
0-5 years	3.89	ANOVA Value=1.103	0.346	Do not Reject the Hypothesis	Not Significant
6-10 years	3.64				
11-15 years	4.27				
Grade Level Taught					
Kindergarten and Primary (Grades 1-6)	3.91	T-Test Value = 0.290	0.774	Do not Reject the Hypothesis	Not Significant
Secondary (Grades 7-12)	3.80				
Type of School					
Public	4.16	ANOVA Value= 3.868	0.033	Reject the Hypothesis	Significant
Private	3.12				
International	3.76				

Table 4.3 Difference in the Level of Influence of the Leadership Styles (Teacher Performance) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables

Teacher Performance -Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
Below 25 years old	4.65	ANOVA Value = 0.872	0.212	Do not Reject the Hypothesis	Not Significant
25-34 years old	3.75				
35-44 years old	3.90				
Gender					
Male	3.93	T-Test Value = 0.375	0.710	Do not Reject the Hypothesis	Not Significant
Female	3.81				
Years of Teaching Experience					
0-5 years	3.81	ANOVA Value=0.666	0.522	Do not Reject the Hypothesis	Not Significant
6-10 years	3.72				
11-15 years	4.21				
Grade Level Taught					
Kindergarten and Primary (Grades 1-6)	3.88	T-Test Value = 0.089	0.930	Do not Reject the Hypothesis	Not Significant

Secondary (Grades 7-12)	3.84				
Type of School					
Public	4.08	ANOVA Value= 2.353	0.114	Do not Reject the Hypothesis	Not Significant
Private	3.20				
International	3.86				

Table 4.4 Difference in the Level of Influence of the Leadership Styles (Emotional Well-Being) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables

Emotional Well-Being -Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
Below 25 years old	3.60	ANOVA Value = 0.163	0.212	Do not Reject the Hypothesis	Not Significant
25-34 years old	3.72				
35-44 years old	3.89				
Gender					
Male	3.79	T-Test Value = 0.040	0.968	Do not Reject the Hypothesis	Not Significant
Female	3.77				
Years of Teaching Experience					
0-5 years	3.70	ANOVA Value=1.243	0.305	Do not Reject the Hypothesis	Not Significant
6-10 years	3.57				
11-15 years	4.23				
Grade Level Taught					
Kindergarten and Primary (Grades 1-6)	3.83	T-Test Value = 0.555	0.583	Do not Reject the Hypothesis	Not Significant
Secondary (Grades 7-12)	3.61				
Type of School					
Public	3.98	ANOVA Value= 2.60	0.093	Do not Reject the Hypothesis	Not Significant
Private	3.08				
International	3.84				

Table 4.5 Difference in the Level of Influence of the Leadership Style (Overall) of the Thai School Heads When Filipino Teachers Grouped According to Profile Variables

Overall -Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
Below 25 years old	4.44	ANOVA Value = 0.746	0.484	Do not Reject the Hypothesis	Not Significant
25-34 years old	3.71				
35-44 years old	3.93				
Gender					
Male	3.91	T-Test Value = 0.425	0.674	Do not Reject the Hypothesis	Not Significant
Female	3.78				

Years of Teaching Experience					
0-5 years	3.83	ANOVA Value= 1.143	0.334	Do not Reject the Hypothesis	Not Significant
6-10 years	3.62				
11-15 years	4.24				
Grade Level Taught					
Kindergarten and Primary (Grades 1-6)	3.87	T-Test Value = 0.277	0.784	Do not Reject the Hypothesis	Not Significant
Secondary (Grades 7-12)	3.77				
Type of School					
Public	4.07	ANOVA Value= 3.226	0.055	Do not Reject the Hypothesis	Not Significant
Private	3.13				
International	3.84				

Table 5: Relationship Between the Leadership Style of the Thai School Heads and the Level of Influence Among Filipino Teachers

Variable Leadership Style vs Level of Influence	Computed Pearson r Value	Description	p-value	Decision	Interpretation
Transformational Leadership vs Job Satisfaction	0.753	High Correlation	0.001	Reject the Hypothesis	Significant
Transformational Leadership vs Teacher Motivation	0.804	Very High Correlation	0.001	Reject the Hypothesis	Significant
Transformational Leadership vs Teacher Performance	0.789	High Correlation	0.001	Reject the Hypothesis	Significant
Transformational Leadership vs Emotional Well-Being	0.698	High Correlation	0.001	Reject the Hypothesis	Significant
Transactional Leadership vs Job Satisfaction	0.533	Moderate Correlation	0.002	Reject the Hypothesis	Significant
Transactional Leadership vs Teacher Motivation	0.560	Moderate Correlation	0.001	Reject the Hypothesis	Significant
Transactional Leadership vs Teacher Performance	0.597	Moderate Correlation	0.001	Reject the Hypothesis	Significant
Transactional Leadership vs Emotional Well-Being	0.490	Moderate Correlation	0.006	Reject the Hypothesis	Significant
Laissez-Faire Leadership vs Job Satisfaction	-0.162	Very Low Correlation	0.363	Do not Reject the Hypothesis	Not Significant

Laissez-Faire Leadership vs Teacher Motivation	-0.089	Very Low Correlation	0.641	Do not Reject the Hypothesis	Not Significant
Laissez-Faire Leadership vs Teacher Performance	-0.148	Very Low Correlation	0.437	Do not Reject the Hypothesis	Not Significant
Laissez-Faire Leadership vs Emotional Well-Being	-0.100	Very Low Correlation	0.599	Do not Reject the Hypothesis	Not Significant
Overall (Leadership Style vs Level of Influence)	0.515	Moderate Correlation	0.004	Reject the Hypothesis	Significant

DISCUSSION

Research Question 1. What is the profile of the Filipino Teachers in teaching different schools in Chonburi, Thailand, in terms of: Age, Gender, Years of Teaching Experience, Grade Level Taught, and Type of School.

Table 1.1 shows that most Filipino teachers in Chonburi, Thailand are aged 25–34 years (53.3%), followed by those aged 35–44 (40.0%), indicating that the majority are in their early to mid-career stage. Only 6.7% are aged 25 or below. These results reflect the profile of the respondents and should not be generalized to the entire population.

Table 1.2 reveals an equal gender distribution among Filipino teachers in Chonburi, with 50.0% male and 50.0% female respondents. This suggests gender balance and inclusive hiring practices. Similar findings were reported by Ulla (2019) and Pabonita (2025), who noted that Filipino teachers' effectiveness and acceptance in Thailand are not influenced by gender, reflecting equality and diversity in the teaching profession.

Table 1.3 indicates that 40.0% of Filipino teachers have 0–5 years of teaching experience, 36.7% have 6–10 years, and 23.3% have 11–15 years. This suggests that most teachers are at the early to mid-career level, with a smaller group of seasoned educators. These findings align with studies by Thom and Williams (2025) and Calunsod (2025), which noted that many Filipino teachers in Thailand are relatively young professionals.

Table 1.4 shows that 76.7% of Filipino teachers teach at the Kindergarten and Primary levels, while only 23.3% teach in Secondary education. This indicates a stronger demand for Filipino teachers in lower grade levels, particularly for English language instruction. Similar trends were found by Salibay and Umadhay (2024), Calunsod (2025), and Masa (2025), emphasizing the role of Filipino teachers in foundational and ESL education.

Table 1.5 indicates that most Filipino teachers in Chonburi work in public schools (63.3%), followed by private schools (20.0%) and international schools (16.7%). This suggests that Filipino teachers play a significant role in Thailand's public education system, particularly in English programs. These findings are consistent with studies by Arsenue and Espiritu (2024), Nolasco and Fabella (2023), and Ulla (2019).

Research Question 2. To what extent do the leaders exhibit the following leadership styles as perceived by the Filipino teachers in Transformational Leadership, Transactional Leadership, and Laissez-Faire Leadership?

Table 2.1 indicates that Thai school heads demonstrate a high level of transformational leadership, as shown by the grand mean of 4.04, interpreted as Agree (A). This suggests that Filipino teachers generally perceive their school heads positively across all dimensions of transformational leadership. Among the four dimensions, Idealized Influence obtained the highest composite mean (4.25), with teachers strongly agreeing that their leaders are respected role models committed to the school's vision. This reflects strong ethical leadership that fosters trust and respect. Inspirational Motivation also received a high rating (4.05), indicating that school heads effectively communicate a clear vision and motivate teachers toward shared goals. Intellectual Stimulation (3.95) and Individualized Consideration (3.91) were both rated Agree, suggesting that while school heads encourage innovation and provide professional support, there remains room to enhance creative engagement and personalized mentoring. These findings are consistent with previous studies (Mangulabnan et al., 2021; Nunez, 2024; Ramos, 2025), which highlight the positive impact of transformational leadership on teacher motivation, performance, and professional growth. Overall, the results confirm that transformational leadership is a key factor in fostering teacher engagement and effectiveness among Filipino teachers in Thai schools.

Table 2.2 shows that Thai school heads demonstrate a high level of transactional leadership, with a grand mean of 3.68, interpreted as Agree (A). This indicates that teachers generally perceive their leaders as performance-oriented and structured in their leadership approach. Among the sub-dimensions, Management by Exception (Active) obtained the highest composite mean (4.14), suggesting that school heads actively monitor teacher performance and provide timely corrective feedback. Contingent Reward also received a positive rating (3.77), indicating that leaders clearly communicate expectations and recognize teachers' efforts through performance-based rewards. In contrast, Management by Exception (Passive) recorded a neutral mean (3.15), showing that leaders are less likely to intervene only after problems occur. These findings are supported by previous studies (Barbuto Jr., 2005; Hoover, 1991; Hyseni Duraku, 2021), which emphasize the prevalence of transactional leadership behaviors—particularly active supervision and contingent rewards—in educational settings. Overall, the results suggest that Thai school heads employ transactional leadership primarily through active monitoring and reward systems, while minimizing passive leadership practices.

Table 2.3 presents the extent to which Thai school leaders exhibit laissez-faire leadership. The overall mean of 2.43, interpreted as Disagree (D), indicates that teachers generally do not perceive their school heads as practicing this leadership style. Among the sub-dimensions, Lack of Accountability (Absence of Monitoring) recorded the highest mean (2.61, Neutral), suggesting that occasional lapses in monitoring may occur but are not prevalent. Non-interference (Avoiding Leadership Involvement) obtained a mean of 2.45 (Disagree), indicating that school leaders are generally involved in decision-making. The lowest mean (2.23, Disagree) for Avoidance of Responsibility (Failure to Act) further confirms that leaders do not ignore responsibilities or school concerns. Overall, the findings indicate that Thai school leaders rarely display laissez-faire leadership and are actively engaged in school management. These results align with Bass and Avolio (1997), who identified laissez-

faire leadership as ineffective, and with studies by Sohail and Daud (2009) and Phan et al. (2018), which highlight Thai school leaders' preference for more active, transformational, and participative leadership approaches.

Research Question 3. What is the level of influence of the leadership style exhibited by the Thai school heads in terms of the following: Job Satisfaction, Motivation, Performance, and Emotional Well-being?

Table 3.1 shows that Thai school heads' leadership styles positively influence Filipino teachers' job satisfaction, with a composite mean of 3.84 (Agree). This indicates that teachers generally perceive their school heads as supportive and motivating, contributing to their professional well-being. Teachers expressed the highest agreement with satisfaction toward the work environment provided by school leadership and feeling valued and appreciated, suggesting that Thai school heads foster inclusive and supportive school climates. High mean scores were also observed for constructive feedback and support for professional growth, emphasizing the importance of guidance and encouragement in enhancing teacher morale and development. Teachers further agreed that school leaders foster a positive, inspiring work atmosphere, highlighting the role of emotional and motivational leadership. These findings align with transformational leadership theory, which emphasizes individualized support, motivation, and inspiration as key contributors to teacher job satisfaction (Bass & Riggio, 2006). Consistent with related studies (Sukkasem & Khamdecha, 2022; Rahman et al., 2023; Nguyen et al., 2023), the results suggest that when teachers feel supported, recognized, and included, they demonstrate higher commitment and enthusiasm. Overall, the findings indicate that Thai school heads enhance Filipino teachers' job satisfaction by fostering a positive environment, providing professional support, and recognizing individual contributions, thereby strengthening trust and confidence within the school community.

Table 3.2 indicates that Thai school heads' leadership styles positively influence Filipino teachers' motivation, with a composite mean of 3.89 (Agree). This suggests that teachers generally perceive their school heads as motivating leaders who foster enthusiasm, initiative, and professional commitment. The highest-rated item, *"I am inspired to keep a positive state of mind toward challenges in my teaching role"* (WM = 4.00), underscores the importance of optimistic, authentic leadership in building teacher resilience. This supports Rahman and Singh (2023), who emphasized that transformational leadership enhances teachers' intrinsic motivation and willingness to innovate. Other items, such as encouragement to improve skills (WM = 3.90) and striving to do one's best at work (WM = 3.87), further demonstrate how supportive leadership strengthens teachers' confidence and drive to excel (Nguyen et al., 2023; Chantarasombat, 2024). Teachers also agreed that school heads motivate them to set higher goals (WM = 3.70) and foster commitment to continuous learning (WM = 3.93), reinforcing the role of leadership in promoting growth-oriented mindsets. These findings are consistent with earlier studies (Phan et al., 2021; Ahmed & Hong, 2022), which found that clear expectations, constructive feedback, and supportive leadership environments sustain teacher motivation and collaboration. Overall, the results confirm that effective leadership is central to teacher motivation, as Thai school heads create supportive, development-oriented environments that foster enthusiasm, initiative, and long-term professional commitment, in line with transformational leadership principles (Bass & Riggio, 2006).

Table 3.3 presents the extent to which Thai school heads' leadership styles influence Filipino teachers' performance. The composite mean of 3.87 (Agree) indicates that teachers generally perceive leadership practices as having a positive effect on their teaching performance. Mean scores ranged from 3.70 to 4.00, suggesting that leadership support, feedback, and encouragement are viewed as beneficial to professional effectiveness. The highest-rated item, *"I can better meet job expectations regularly because of leadership help"* (WM = 4.00), highlights the role of leadership in enabling teachers to meet teaching standards consistently. The lowest-rated item, *"I am better at teaching because of the leadership style at my school"* (WM = 3.70), while still positive, suggests there is room to strengthen leadership practices further to enhance instructional effectiveness directly. These findings are consistent with previous studies (Elfira, 2024; Hsieh, 2024; Promchart, 2020; Sirisom & Sombat, 2022), which emphasize that supportive, collaborative, and feedback-oriented leadership improves teacher motivation, confidence, and classroom performance. Overall, the results indicate that Thai school heads positively influence teacher performance by motivating teachers, fostering consistency, and strengthening professional confidence. Continued leadership development focused on communication, instructional supervision, and teacher empowerment may further enhance teaching performance in Thai schools.

Table 3.4 illustrates the influence of Thai school heads' leadership styles on teachers' emotional well-being, with an overall mean of 3.78 (Agree). This suggests that teachers generally perceive their principals' leadership as supportive of their emotional health. All items ranged from 3.70 to 3.87, indicating agreement that leadership practices contribute to a psychologically supportive work environment. The highest-rated items, *"I feel emotionally supported by my school leader when dealing with stressful situations"* and *"My leader creates a work environment that fosters emotional stability"* (WM = 3.87), show that teachers feel emotionally secure and supported, particularly during stressful circumstances. The lowest-rated items, related to stress reduction and direct concern for mental health (WM = 3.70), although still rated *Agree*, suggest opportunities for school leaders to be more proactive in addressing mental health and work-related stress. These findings align with prior research (Sawangmek & Boonrawd, 2022; Nguyen, 2023; Chantachon & Rattana, 2021; Alkhateeb & Alqahtani, 2024), which highlights the importance of emotionally intelligent and empathetic leadership in promoting teacher well-being and reducing burnout. Overall, the results indicate that Thai school heads' leadership styles positively influence teachers' emotional well-being by fostering encouragement, trust, and psychological safety. Strengthening emotionally supportive leadership practices may further enhance teachers' resilience, motivation, and overall job satisfaction.

Research Question 4. Is there a significant difference between the level of influence of the leadership styles of the Thai school heads when Filipino teachers are grouped according to profile variables?

Table 4.1 presents differences in the influence of Thai school heads' leadership styles on Filipino teachers' job satisfaction, grouped by profile variables. The results show that no significant differences were found across age, gender, years of teaching experience, grade level taught, and type of school, as all computed p-values were greater than 0.05. Thus, the null hypothesis—that teachers' perceptions of leadership's influence on job satisfaction do not differ significantly across profile variables—was not rejected. Specifically, age did not differ significantly ($F = 1.643$, p

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= 0.212), despite younger teachers (below 25 years) having a higher mean score. Gender likewise revealed no significant difference ($t = 0.510$, $p = 0.614$), indicating that male and female teachers perceived leadership influence similarly. Years of teaching experience ($F = 1.326$, $p = 0.282$), grade level taught ($t = 0.123$, $p = 0.903$), and type of school ($F = 2.901$, $p = 0.072$) also showed no significant variation, even though public school teachers reported slightly higher job satisfaction. These findings suggest that leadership styles consistently influence job satisfaction among all Filipino teachers, regardless of demographic or professional background. This supports previous studies (Rahman & Singh, 2023; Alonzo, 2021; Boonyarit et al., 2020; Morales & Dizon, 2022; Yoo & Kim, 2024), which emphasize that leadership quality—particularly supportive, fair, and transformational practices—plays a more decisive role in teacher job satisfaction than individual characteristics such as age, gender, or experience.

Table 4.2 presents differences in the influence of Thai school heads' leadership styles on Filipino teachers' motivation, grouped by profile variables. The results indicate that age, gender, years of teaching experience, and grade level taught did not differ significantly, as all corresponding p -values were greater than 0.05. This suggests that Filipino teachers across these groups perceive leadership's motivating influence similarly. Although younger teachers (below 25 years) and male teachers reported slightly higher motivation levels, these differences were not statistically significant. In contrast, the type of school emerged as the only profile variable with a significant difference in teacher motivation ($F = 3.868$, $p = 0.033$). Filipino teachers in public schools reported the highest motivation levels, followed by those in international schools, while teachers in private schools reported the lowest motivation. This finding suggests that leadership practices in public schools may be more empowering, inclusive, and supportive, thereby fostering stronger teacher motivation. These results are aligned with previous studies (Boonyarit et al., 2020; Rahman & Singh, 2023; Yoo & Kim, 2024; Hsieh, 2024) that emphasize the roles of collaborative leadership, emotional support, and shared vision in enhancing teacher motivation. Overall, the findings suggest that while leadership styles consistently motivate Filipino teachers across demographic groups, their impact varies by school type. Strengthening, empowering, and recognition-based leadership practices in private and international schools may further enhance teacher motivation across all educational settings.

Table 4.3 shows the differences in the influence of Thai school heads' leadership styles on Filipino teachers' performance across profile variables. The results indicate that no significant differences were found across age, gender, years of teaching experience, grade level taught, and type of school, as all computed p -values were greater than 0.05. This suggests that leadership style influences teacher performance consistently across all groups. Although minor variations were observed, such as slightly higher performance ratings among teachers below 25 years of age and those with longer teaching experience, these differences were not statistically significant. Similarly, male and female teachers, as well as those teaching at different grade levels, reported comparable perceptions of leadership influence on performance. Teachers from public, private, and international schools also showed no significant differences in performance outcomes related to leadership style. These findings are consistent with previous studies (Alshammari, 2021; Lee & Wang, 2022; Ong & Cheong, 2023; Tran & Vo, 2023; Lwin, 2024), which emphasize that effective, supportive, and communicative leadership enhances teacher performance regardless of age, experience, or school context. Overall, the results highlight that steady and

inclusive leadership practices play a critical role in promoting teacher effectiveness across diverse educational settings.

Table 4.4 shows the differences in the influence of Thai school heads' leadership styles on the emotional well-being of Filipino teachers, grouped by profile variables. The results reveal no significant differences across all demographic factors, as all computed p-values were greater than 0.05. Specifically, age, gender, years of teaching experience, grade level taught, and type of school were not significant, indicating that teachers' emotional well-being is similarly influenced by leadership style regardless of these characteristics. These findings suggest that Filipino teachers' emotional well-being in Thailand is shaped more by environmental and relational factors, such as school climate, cultural adjustment, and the quality of leader–teacher relationships, rather than by demographic variables. This is consistent with previous studies (Floman et al., 2024; Ismail & Sulaiman, 2023; Suh & Koo, 2025), which emphasize that emotionally intelligent, supportive leadership plays a more critical role in enhancing teacher well-being than personal attributes. Overall, the results support the conclusion that leadership style consistently influences teachers' emotional well-being, irrespective of demographic differences.

Table 4.5 presents the differences in the overall influence of Thai school heads' leadership styles on Filipino teachers, grouped by profile variables. The findings show that no significant differences were observed across age, gender, years of teaching experience, grade level taught, and type of school, as all computed p-values were greater than 0.05. This indicates that Filipino teachers, regardless of their demographic or professional background, share a similar perception of the overall influence of their school heads' leadership styles. These results suggest that Thai school heads consistently implement leadership practices, resulting in comparable leadership experiences among Filipino teachers across different school settings. This supports previous studies (Floman et al., 2024; Ismail & Sulaiman, 2023; Suh & Koo, 2025), which show that emotionally intelligent, stable, and context-driven leadership consistently influences teachers' engagement, motivation, and well-being, with minimal variation across demographic groups. Overall, the findings imply that leadership practices in Thai schools transcend demographic differences and promote inclusivity and stability within the educational environment.

Research Question 5. Is there a significant relationship between the leadership styles of the Thai school heads and the level of influence among Filipino teachers?

Table 5 presents the relationship between Thai school heads' leadership styles and Filipino teachers' levels of influence. The results reveal that Transformational Leadership shows a high to very high positive correlation with all indicators of job satisfaction ($r = 0.753$, $p = 0.001$), teacher motivation ($r = 0.804$, $p = 0.001$), teacher performance ($r = 0.789$, $p = 0.001$), and emotional well-being ($r = 0.698$, $p = 0.001$). These findings indicate that transformational leaders significantly enhance teachers' professional engagement, morale, and psychological stability. The results align with Al Mamun and Hasan (2023), who found that transformational leadership positively predicts teacher commitment and satisfaction by fostering emotional intelligence and collegial trust. Likewise, Zhou and Kim (2024) emphasized that transformational leaders influence motivation and classroom effectiveness through inspiration, shared vision, and supportive communication. In contrast, Transactional Leadership showed moderate correlations with teacher-related variables, job satisfaction ($r = 0.533$, $p =$

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0.002), teacher motivation ($r = 0.560$, $p = 0.001$), teacher performance ($r = 0.597$, $p = 0.001$), and emotional well-being ($r = 0.490$, $p = 0.006$), all of which were statistically significant. This implies that transactional behaviors, such as reward and performance monitoring, still contribute to professional motivation, though less strongly than transformational approaches. The finding is consistent with Karadağ and Arslan (2022), who reported that transactional leadership maintains teacher performance through accountability but may limit creativity and emotional engagement. Meanwhile, Laissez-faire Leadership exhibited very low and insignificant correlations with all indicators, including job satisfaction ($r = -0.162$, $p = 0.363$), motivation ($r = -0.089$, $p = 0.641$), teacher performance ($r = -0.148$, $p = 0.437$), and emotional well-being ($r = -0.100$, $p = 0.599$). This suggests that passive or non-interventionist leadership diminishes teacher engagement and satisfaction. These results echo Nguyen and Lee (2021), who highlighted that laissez-faire leadership weakens teacher morale and institutional cohesion due to a lack of direction and feedback. Overall, the correlation between leadership style and level of influence ($r = 0.515$, $p = 0.004$) was moderate and significant, indicating that leadership styles, particularly transformational leadership, influence teacher outcomes and student-related coping behaviors. This observation supports Yoon and Park (2025), who found that leadership emphasizing empathy and empowerment contributes to improved academic performance and emotional resilience in multicultural school contexts. Hence, the data underscores the pivotal role of transformational leadership in creating a supportive, motivating, and emotionally healthy educational environment for both teachers and students.

Findings

This paper sought to provide information on The Influence of Thai School Heads' Leadership Styles on Filipino Teachers' Experience in Chonburi, Thailand. Among the important findings of this research were:

1. The profile of Filipino teachers in schools in Chonburi, Thailand, shows that the majority are young to middle-aged educators, with 53.3% aged 25–34 and 40% aged 35–44, indicating an early- to mid-career workforce. The gender distribution is equal, with males and females each comprising 50%, suggesting balanced participation in the teaching profession. In terms of experience, 40% have 0–5 years of teaching experience, 36.7% have 6–10 years, and 23.3% have 11–15 years, reflecting a predominance of early- to moderately experienced teachers. Most Filipino teachers (76.7%) teach at the kindergarten and primary levels, while 23.3% are assigned to the secondary level, highlighting their strong presence in foundational education. Regarding school type, 63.3% are employed in public schools, followed by 20% in private schools and 16.7% in international schools, indicating greater demand for Filipino teachers in public school ESL and basic education programs.
2. The findings reveal that Thai school heads exhibit strong transformational and transactional leadership styles, with laissez-faire leadership observed only minimally. In terms of transformational leadership, school heads demonstrated a high overall mean score ($M = 4.04$, Agree), with Idealized Influence scoring the highest, indicating that leaders are respected, trusted, and viewed as role models. Inspirational Motivation and Intellectual Stimulation further reflect leaders' ability to motivate teachers and encourage innovation. At the same time, Individualized Consideration shows attention to teachers' personal and professional development, though with room for greater individualized support. Regarding transactional leadership, Thai school heads also showed a high level

of practice (grand mean = 3.68, Agree), particularly in Management by Exception (Active), highlighting active supervision and timely corrective feedback. Contingent Reward practices were consistently applied, while Management by Exception (Passive) was less evident, suggesting limited reliance on passive leadership. In contrast, laissez-faire leadership was generally not practiced (overall mean = 2.43, Disagree). Low scores in non-interference and in avoidance of responsibility indicate that school heads are actively involved in decision-making and leadership, with only occasional lapses in accountability. Overall, the results suggest that Thai school heads favor active, structured, and motivational leadership approaches.

3. The results show that Thai school heads' leadership styles positively influence Filipino teachers' job satisfaction, motivation, performance, and emotional well-being. In terms of job satisfaction, teachers reported a favorable level of influence (overall mean = 3.84, Agree), highlighting satisfaction with the work environment, feeling valued, constructive feedback, and support for professional growth, all of which contribute to a positive and motivating workplace. Regarding motivation, leadership influence was rated highly (overall mean = 3.89, Agree), with teachers expressing strong inspiration to maintain a positive mindset, improve skills, strive for excellence, and pursue continuous learning. These findings indicate that supportive and encouraging leadership sustains teachers' enthusiasm, resilience, and professional commitment. In terms of performance, Thai school heads' leadership styles were perceived as enhancing teachers' effectiveness (overall mean = 3.87, Agree), particularly by helping teachers consistently meet job expectations through guidance and feedback. While the influence on direct teaching improvement was slightly lower, the results suggest that leadership plays a key role in fostering confidence, consistency, and professional growth. Finally, leadership styles also positively affected emotional well-being (overall mean = 3.78, Agree), with teachers feeling supported during stressful situations and working in a stable environment. Although areas such as stress reduction and mental health support showed room for improvement, the findings indicate that Thai school heads contribute to a psychologically safe and supportive work climate that promotes teachers' well-being and resilience.
4. The findings indicate that Thai school heads' leadership styles have a generally consistent influence on Filipino teachers across profile variables. In terms of job satisfaction, leadership influence did not differ significantly by age, gender, or teaching experience, suggesting that teachers experience similar levels of satisfaction due to consistent guidance and support from school heads. For teacher motivation, leadership influence was likewise consistent across age, gender, teaching experience, and grade level. However, a significant difference emerged by school type ($p = 0.033$), with teachers in public schools reporting higher motivation than those in private and international schools. This suggests that leadership practices in public schools may be more empowering or inclusive, thereby enhancing motivation. Regarding teacher performance, no significant differences were found across any profile variables, including age, gender, teaching experience, grade level, and school type. Although minor variations were observed, these were not statistically significant, indicating that leadership style positively influences performance regardless of teachers' backgrounds. Similarly, the influence of leadership styles on emotional well-being showed no significant differences across all profile variables, highlighting

that supportive leadership consistently shapes teachers' emotional health. Overall, the results demonstrate that Filipino teachers share a uniform perception of Thai school heads' leadership practices, reflecting an inclusive and equitable leadership approach that provides stable experiences across diverse demographic and professional groups.

5. The results reveal a significant relationship between Thai school heads' leadership styles and their influence on Filipino teachers. Transformational leadership demonstrated a strong to robust positive correlation with all teacher outcomes, including job satisfaction ($r = 0.753$), motivation ($r = 0.804$), performance ($r = 0.789$), and emotional well-being ($r = 0.698$), indicating its substantial impact on teacher engagement, morale, and psychological stability. Transactional leadership showed moderate positive correlations with these variables, suggesting that reward-based and supervisory practices contribute to motivation and performance, though less effectively than transformational leadership. In contrast, laissez-faire leadership showed very low, insignificant correlations, suggesting that passive leadership negatively affects teacher engagement and satisfaction. Overall, the moderate and significant correlation ($r = 0.515$) confirms that effective leadership—particularly transformational leadership—plays a crucial role in enhancing teachers' outcomes, motivation, and well-being, underscoring its importance in fostering a supportive and productive school environment.

Conclusions

Based on the foregoing findings, the following conclusions were drawn:

1. Filipino teachers in Chonburi, Thailand, are predominantly early- to mid-career educators, equally distributed by gender, primarily teaching at Kindergarten and Primary levels, and mainly employed in public schools.
2. Thai school heads predominantly demonstrate transformational and transactional leadership styles, with minimal laissez-faire behavior. This pattern indicates active engagement, guidance, and responsibility in school management.
3. Leadership style positively influences Filipino teachers' job satisfaction, motivation, performance, and emotional well-being. Transformational leadership strongly enhances professional engagement, morale, and psychological stability.
4. The influence of leadership on teachers' outcomes is generally consistent across age, gender, teaching experience, grade level, and school type, except for motivation, which is higher among teachers in public schools.
5. Transformational leadership is most influential in promoting teacher development, engagement, and well-being. Transactional leadership has a moderate influence, while laissez-faire leadership shows minimal influence. Overall, Thai school heads' leadership is crucial in creating a supportive, motivating, and inclusive environment that positively shapes Filipino teachers' professional and emotional experiences, regardless of background.
6. The proposed program is designed to address the identified needs of Thai school heads and Filipino teachers in Chonburi, Thailand. The results revealed that transformational leadership plays a vital role in enhancing teacher motivation, satisfaction, and well-being. The proposed Transformational Leadership Enhancement and Teacher Empowerment Program (TLE-TEP)

aims to strengthen leadership skills, promote collaboration, and sustain a positive and inclusive school environment conducive to professional and personal growth.

Recommendations

In light of the conclusions drawn from the study, the following are hereby recommended:

1. Implement ongoing professional development programs for Thai school heads, focusing on transformational and participative leadership approaches that foster motivation, collaboration, and teacher empowerment.
2. Establish structured mentoring and peer-support mechanisms between school heads and teachers to improve communication, trust, and share responsibility in achieving school goals.
3. Develop initiatives that recognize teacher achievements, provide regular feedback, and support emotional well-being to sustain high levels of job satisfaction and performance.
4. Conduct intercultural workshops to strengthen mutual respect, understanding, and collaboration between Thai administrators and Filipino teachers, thereby promoting harmony and inclusiveness in the school community.
5. Develop a regular evaluation system to assess leadership practices and their impact on teacher motivation and satisfaction, ensuring that leadership training remains responsive to evolving educational needs.
6. Encourage educational authorities to integrate transformational leadership training into school management frameworks to institutionalize influential leadership practices that enhance teacher engagement and school performance.

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