



THE MEDIATING EFFECT OF TEAM MEMBER EFFECTIVENESS ON THE RELATIONSHIP BETWEEN PRINCIPAL LEADERSHIP STYLES AND PROFESSIONAL SELF-ESTEEM OF TEACHERS

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Abstract:

The purpose of this study was to determine the mediating effect of team member effectiveness on the relationship between principal leadership styles and the professional self-esteem of teachers. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 elementary public school teachers who belong to the 3 districts, Magsaysay, Bansalan, and Matan-ao under the Division of Davao Del Sur. Davao Del Sur. The researcher utilized a stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r , and Path Analysis. From the results of the study, it was found out that there is a very high level of mean scores for all variables such as team member effectiveness, principal leadership styles, and professional self-esteem of teachers. Also, results revealed that there are significant relationships between principal leadership styles and professional self-esteem, between principal leadership styles and team member effectiveness, and between team member effectiveness and professional self-esteem of teachers. Further, it was revealed that there was a partial mediation effect of team member effectiveness on the relationship between principal leadership styles and the professional self-esteem of teachers.

Keywords: education, team member effectiveness, principal leadership styles, professional self-esteem, mediating effect, teachers, Philippines

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1. Introduction

Professional self-esteem of teachers affects their personal, professional as well as social development, happiness, satisfaction, and adjustment. However, issues related to teachers' professional self-esteem are inevitable. Teachers with low self-esteem can be said to have low job satisfaction. It can be said that low levels of self-esteem may lead to experiences of dissatisfaction in the profession teachers (Cevik, 2017; Das, & Halder, 2021). Relative to this, teachers with low professional self-esteem levels felt more stress than those with moderate and high self-esteem levels. Teachers with low professional self-esteem feel a lack of respect for them and seek them as unworthy and inadequate. In some cases, low self-esteem may influence the low self-esteem of teachers in schools and the low self-esteem of students as well (Aung, 2018; Masoom, 2021; Mbuva, 2017; Sadaoui & Elaziz, 2020).

Teachers' self-esteem is important for their success in teaching and teachers' positive and high esteem positively affects students' self-esteem and enhances students' learning (Mbuva, 2017). In the same vein, professional self-esteem is a very important concept that should be highlighted to professionals because it makes them understand their worthiness, evaluate their expertise and adjust themselves accordingly to their ambiance. As far as the teachers are concerned, it becomes imperative for them to persistently evaluate their competencies in order to perform their model role at their best. This continuous perusal of their professional abilities is the essence of professional self-esteem as it would, undoubtedly, enable them to explore those qualities which are complementary to the vitality of their role as a teacher. The perception of professional self-esteem is very important as it advocates the very essence of professionalism amongst professionals (Das, & Halder, 2021; Tabassum, & Ali, 2012).

Considering the importance of teachers' professional self-esteem, the researchers reviewed previous studies which explored the various factors which may affect teachers' professional self-esteem such as leadership styles and teamwork effectiveness. Ngussa and Mengo (2017) revealed the influence of leadership style on employees' self-esteem. An Individual's self-esteem is formed around leadership styles. Leadership styles play a significant role in determining employee motivation, work-related attitudes, and behaviors. In the same manner, Bass (2021) stipulated that it is important to successfully notify team members and reward team performance. With this, employees will often receive a self-esteem boost from belonging to a successful team. On the other hand, leadership affects teamwork effectiveness. Gadirajurrett et al. (2018) said that by creating a greater sense of empowerment, team leaders could have a more positive effect on levels of team performance. Team leaders should clearly articulate a vision that inspires employees to take greater responsibility for their work in the team. Also, goal clarification, and a clear specification of tasks, roles, and rewards, perhaps at the more immediate supervisory level, may also facilitate higher team performance.

Furthermore, the researcher has not come across a study that dealt with the mediating influence of team member effectiveness on the relationship between the

principal leadership styles and the professional self-esteem of teachers in the local setting. It is in this context that the researcher was interested to determine whether the team member effectiveness has a mediating influence on the relationship between the principal leadership styles and professional self-esteem of teachers as this can raise concern for the intended beneficiaries of this study and possibly develop action plans to improve team member effectiveness, principal leadership styles and professional self-esteem of teachers in schools, thus, the need to conduct this study.

2. Literature Review

2.1 Principal Leadership Styles

The leadership styles of principals can influence teachers' experiences and work lives (Ch et al., 2017; Kars & Inandi, 2018; Rana et al., 2016). The leadership behaviors of principals have been found to be intimately linked to teachers' sense of self-efficacy which could have a long-lasting effect on teachers' overall job performance and organizational commitment (Mehdinezhad & Mansouri, 2016). Principal leadership plays a significant role in determining the experiences of teachers, the experiences of students, and the overall school climate. Previous research has shown that principals can influence teacher job satisfaction and work performance and can impact student performance (Ch et al., 2017; Kars & Inandi, 2018; Mehdinezhad & Mansouri, 2016; Rana et al., 2016). Moreover, leadership plays an indispensable role in the effectiveness of an educational institution, right from the setting of goals to the accomplishment of goals. Various researches have linked school effectiveness with leadership. In absence of leadership goal accomplishment and school, effectiveness is never guaranteed (Ali et al., 2020; DeMatthews et al., 2020).

In this study, the first principal leadership style is directive. Directive leadership is related to the superior positional role that leaders play in teams and concerns behaviors such as providing followers with guidance in terms of goals and means of achieving them. Directive leaders are the ones most likely to make decisions in the team and they give instructions to the other team members (Dorta Afonso, & Cantero Garcia, 2018; Martin, Liao & Campbell, 2013). It is one of four leadership traits that creates clearly defined objectives and rules for team members. Managers must guide employees' work goals and establish a path for them to achieve those goals under directive leadership. Directive leaders, for example, may provide guidance and coaching, clarify an employee's roles and responsibilities, remove any obstacles that prevent task completion, and award when appropriate (Indeed Editorial Team, 2020). By regulating their employees' work and giving them defined goals, directive leaders hope to decrease ambiguity and boost process efficiency. Directive leaders aim to maximize staff performance by centralizing decision power (Pearce and Sims, 2002; Lorinkova, Pearsall, & Sims, 2013; Stoker, Garretsen, & Soudis, 2019). In times of crisis, this sort of leadership can help to manage uncertainty and avert performance loss (Yun, Faraj, & Sims, 2005; Stoker et al., 2019).

The second leadership style is participative. Participative leadership is a managerial style that invites input from employees on all or most organizational decisions. The staff is given pertinent information regarding organizational issues, and a majority vote determines the course of action the organization will take. Participative leadership can sometimes be a slower form of decision-making, but it has several advantages that may make it the right managerial method for organization. Participative leadership employs effective management tools to manage both the organization and its employees. Human resource management has superseded the conventional idea of personnel administration, resulting in the strategic integration of new leadership styles into improved employee performance and successful staff management. A leader is regarded as effective if he or she is a good problem solver, according to (Mohiuddin, 2017). Such a leader is capable of enhancing staff performance and promoting organizational change. A good leader can adapt the best management style to meet the demands of the environment in which an organization operates. Participatory leadership has been used to meet employee demands for empowerment, direction, and decision-making power (Mohiuddin, 2017).

Participatory leadership, also known as shared leadership or democratic leadership is a leadership style in which members of a group or team play more active roles in decision-making. It is a style of leadership that may be applied to any institution, from the private sector to the government (Vroom, 2019). Participatory leadership is welcoming, inclusive, and empowering. It is a leadership style that needs the leader to build consensus with team engagement. It constantly allows for input from members of the involved group (Gipson et al., 2017).

The last leadership style is achievement-oriented. Setting challenging goals and providing constant feedback to the employees by achievement-oriented leaders assist in showing that the leader has confidence in them. The implication is that achievement-oriented leadership is connected to reward systems for motivational purposes when the set targets are met resulting in job satisfaction for employees. Likewise, achievement-guided kind of leadership is best positioned when goals and task clarity is poor, employee are de-motivated, or they need a boost in their confidence. Further, an achievement-oriented leadership style suit unclear tasks and employees who may need a morale booster through rewards to increase their confidence in their ability to accomplish the given goal (Bakare, & Ojeleye, 2020; Mwaisaka et al., 2019).

According to Titko and Lace (2015), high achievement-oriented leaders have an impact on employee job satisfaction because they are driven to do better. According to various studies, leaders with achievement-oriented personality connect well with organizations focused on strategic management (Taris, 2016), and they influenced employee motivation and organizational efficiency (Aziri, 2016). Leaders who are goal-oriented not just set challenging outcome objectives for their employees but also for themselves. They are also accountable for achieving organizational-wide goals. These leaders are persistent in their pursuit of achieving the predetermined performance goals.

With the organization's objectives in mind, the leaders take calculated risks. They solicit information from staff members actively and offer regular feedback (Suradi, 2017).

2.2 Professional Self-Esteem

Professional self-esteem is a very important concept that should be highlighted to professionals because it makes them understand their worthiness, evaluate their expertise and adjust themselves accordingly to their ambiance. As far as the teachers are concerned, it becomes imperative for them to persistently evaluate their competencies in order to perform their model role at their best. This continuous perusal of their professional abilities is the essence of professional self-esteem as it would, undoubtedly, enable them to explore those qualities which are complementary to the vitality of their role as a teacher. The perception of professional self-esteem is very important as it advocates the very essence of professionalism amongst professionals (Hatim, M., & Shakir, 2021; Orhan, 2020).

Additionally, professional self-esteem is an individual's self-esteem specifically in regard to his or her professional position and acceptance in that professional role. This definition also highlights the sense of the importance of professional position and professional acceptance of individuals that make them professionals in the true sense (Iqbal et al., 2016; Orhan, 2020). In addition, global self-evaluation is known as self-esteem. It is the extent to which an individual believes the self to be successful and capable. Self-esteem refers to the feeling that how valuable we think we are to others. Professional identity has been said to be connected to various individuals and contextual factors. Accordingly, it is a dynamic process that is unstable, shifting, and dependent upon social, cultural, and contextual factors and is formed in relationships with others. As self-esteem is a vital factor in every part of our lives, and no paper has been found on the relation which can be considered between self-esteem and identity (Bressler & Rotter, 2017; Khezerlou, 2017; Motallebzadeh & Kazemi, 2018).

The first indicator of professional self-esteem is acceptance of the profession. This refers to how employees feel better about their profession such as choosing the profession willingly and adopting the values of their profession. Further, this refers to the belief of the employees that their profession can meet their needs. Employees think that their interests are suitable for their profession. They value the profession, belief in professional capabilities, and belief in the functionality of the profession. Employees do not consider changing their profession. They believe that their profession can meet their needs. Also, they look as if they enjoy their profession (Iqbal et al., 2016).

One of the key factors influencing a person's career is their perception of themselves. Lone & Lone (2016) define self-concept as the whole of a person's attitudes, views, and cognitions about themselves. "*An individual's perception of self as a professional person, which influences various elements of professional performance*" is the definition of the professional self-concept (Montazeralfaraj, Ahmadi, Tafti, Barati, & Bahrami, 2018). If the profession that they have chosen does not meet their professional self-concept, the employees will have the tendency to lose their motivation to perform well. To put it

another way, professional responsibility refers to accepting accountability for one's deeds, words, and professional output. Responsible workers are aware of their complete personal control. They accept praise for accomplishments while also accepting blame for mistakes. Any effective employee must possess the ability to take responsibility for oneself (Jacobson, 2017).

The second indicator is pride in the profession. In this domain, employees see the profession as very important. They think they can be productive and efficient in their profession and show a lot of respect for their profession (Iqbal et al., 2016). Further, a professionally committed teacher takes pride in up-bringing this noble profession and strives to follow the code of professional obligations. Pride in the profession, appreciation of the desirable qualities of colleagues, and understanding of the aims and objectives of the professional create a desire to attain excellence in professional performance (Zarzulawmi, 2019).

The third indicator is the value of the profession. Employees feel that they can succeed in important and beneficial things for humanity by means of their profession. They see how prestigious is their profession (Iqbal et al., 2016). Relatively, feeling valued as a teacher is a focal outcome because it reflects the esteem afforded to the professional by society. This esteem is important because it aids in both the attraction of new students and the retention of current teachers in the workforce. It is important to capture this professional esteem by asking teachers how strongly they agreed or disagreed with the idea that the teaching profession is valued in society (Ainley & Carstens, 2018; Price & Weatherby, 2018).

The level of reputation and prestige teaching enjoys is a crucial aspect of teachers' professionalism (Ingersoll and Collins, 2018). According to Hoyle's (2001) definition of prestige, it is the value that the general public has for a profession as a result of the personal traits that its members are thought to bring to their primary duty. There is a positive correlation between student academic achievement and the overall prestige of the profession in society, as perceived by the general population and by teachers in particular, so high-achieving educational systems typically exhibit large proportions of teachers who feel valued in society (Dolton et al., 2018; Schleicher, 2018).

The fourth indicator is belief in professional capabilities. Employees can concentrate on the intellectual activities that their profession requires (Iqbal et al., 2016). This is relative to the concept of teachers' self-efficacy which has progressively gained an important role in school psychology research as a result of its implications for teaching effectiveness, instructional practices, and students' academic achievement. Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes such as students' achievement and motivation, and well-being in the working environment (Barni et al., 2019; Klassen & Tze, 2014).

The human attribute of trusting in one's own skills to carry out a task or to manage in a particular scenario, but notably in unusual or challenging tasks, is known as believing

in oneself. This idea is closely tied to motivation. Self-efficacy is linked to sentiments of assurance in one's own abilities and is frequently closely correlated with a desire to learn more or take on challenging tasks rather than general interests. Self-efficacy is the conviction in one's own capacity for success. Success is attributed to the personal effort of those who think of themselves as efficient, while external circumstances are attributed to success by people with low levels of efficiency. While those who view themselves as ineffective blame possible failures on a lack of personal effort, those with a high level of efficiency place the blame on their limited skills and capacities (Panisoara, 2019).

The last indicator is the belief in the functionality of the profession. Employees feel that their profession is a part of their lives. They see how their profession has the attributes to affect people (Iqbal et al., 2016). Relative to this, research on teachers' professional beliefs has shown that there is a relationship between teachers' pedagogical beliefs and the practices carried out by them. However, this relationship is complex and dynamic rather than causal (Bakkenes et al., 2010; Korthagen, 2017, Van Driel et al., 2007; Voet & De Wever, 2019).

Also, teachers' beliefs, for instance, the way in which they perceive themselves as teachers or the kinds of pedagogical methods they consider effective, are likely to affect their interpretations and pedagogical practices adopted in the classroom. Besides this, the beliefs affect the way in which teachers participate in their professional community, for example how teachers collaborate and take a stand in curriculum development work, and how they utilise other teachers' expertise in developing their own work and the school. Hence, teachers' professional beliefs guide their actions in pedagogical encounters with pupils and other members of the school community (Ahonen et al., 2014; Yang, 2019; Wang & Du, 2016).

2.3 Team Member Effectiveness

A team denotes a group of two or more people working interdependently in the pursuit of a common goal. Teamwork is simultaneously used to capture both personal traits and a set of interpersonal behaviors necessary for teams to operate. Further, effective teamwork skills are essential for success in an increasingly team-based workplace. Teamwork is consistently identified as a crucial component of success in today's professional sector. Employers identified teamwork skills and the ability to collaborate with others in diverse group settings as a learning outcome that necessitated increased emphasis in schools (Britton et al., 2017; Varela & Mead, 2018).

In the educational setting, effective teacher teamwork builds strong schools. This concept is the driving reason teacher-learning teams that support teacher-to-teacher professional learning and collaboration are increasingly commonplace in high-achieving schools. Specifically, teamwork is necessary between students, between students and teachers, and among parents and educators. The more teamwork fundamentals exhibited, the more opportunity exists for students to learn the vital skills of compromise and collaboration. In many academic settings, teachers in different departments team up to ensure a continuity of instruction for students. Also, when teachers and parents act as

a team, it can reinforce positive behaviors and learning skills developed in the classroom and practiced at home (McQuerrey, 2018).

Further, teamwork skills include mission analysis. This refers to the definition of the team's main task and appraisal of resources to accomplish the mission. Particularly, a mission makes it clear what the team is responsible for, and therefore where its boundaries are. It is a short, concise statement that stays constant for a long time. A team should be given its mission. If an organisation is a selection of teams, someone is responsible for deciding which teams exist, and what they are responsible for. They should pick missions that are likely to generate long-term organizational value, and contribute to the organization's overall mission (Varela & Mead, 2018; Whiteley, 2019).

In this manner, strategy formulation in the team is important. This refers to establishing courses of action for mission accomplishment. Strategy formulation is the process of using available knowledge to document the intended direction of an organization and the actionable steps to reach its goals. This process is used for resource allocation, prioritization, organization-wide alignment, and validation of business goals. A successful strategy can allow your organization to share one clear vision, catch biases by examining the reasoning behind goals, and track performance with measurable key performance indicators (Varela & Mead, 2018).

2.4 Correlation between Measures

There are various factors that may affect teachers' professional self-esteem such as leadership styles and teamwork effectiveness. Ngussa & Mengo (2017) revealed the influence of leadership style on employees' self-esteem. An Individual's self-esteem is formed around leadership styles. Leadership styles play a significant role in determining employee motivation, work-related attitudes, and behaviours.

Moreover, in the study of De Cremer et al. (2005), it was emphasized that leadership style on an important variable for employees which is self-esteem. The authors predicted that procedural fairness would positively influence people's reported self-esteem if the leader adopted a style of rewarding behavior for a job well done. Results from a scenario experiment, a laboratory experiment, and an organizational survey indeed showed that procedural fairness and rewarding leadership style interacted to influence followers' self-esteem, such that the positive relationship between procedural fairness and self-esteem was more pronounced when the leadership style was high in rewarding behaviour.

In the students' context, the development of self-esteem and self-efficacy in students should be matched with a supportive learning environment, which should involve various stakeholders of the school. In order to provide opportunities for students to enhance psychosocial development, the leadership training programme is one of the typical methods to train students' confidence and decision-making (Karagianni & Jude Montgomery, 2018; Wong et al., 2012).

Relative to this, self-esteem is a variable connected to leaders. High self-esteem is found in someone who is not threatened by other ideas. People with high self-esteem

have no problem empowering others and encouraging them to be their best. A leader with low self-esteem can often be controlling and a micromanager, and someone who doesn't act in ways that encourage growth and opportunity for others. They often take credit for other people's work. A high self-esteem leader is often referred to as a servant leader, someone who puts the organization first and is the most committed to its team. This type of leader is concerned about accomplishing team goals and success and not personal gains (Seredich, 2017). Thus, they build trust within the team.

On the other hand, Bass (2021) stipulated that it is important to successfully notify team members and reward team performance. With this, employees will often receive a self-esteem boost from belonging to a successful team. In the same manner, the study of Bertucci et al. (2010) investigated the impact of group size on self-esteem. Also, Johnson and Johnson (2005) also revealed the impact of the size of the group on self-esteem. Typically, cooperative experiences tend to result in higher self-esteem than working alone. Further, a person's confidence in their own ability varies significantly depending on who is in their team, according to new research from the University of Stirling. Researchers believe the findings could be key in analysing team dynamics and translate into work environments where teamwork is vital (Habeeb, 2017).

In addition, there are various factors that influence teamwork such as leadership. Leadership within these highly dynamic teams is expected to establish, define and communicate team goals and outline the structure by which these goals will be accomplished. Leadership behaviors are an important factor in achieving the team's desired results. Leaders can act as role models among team members by sharing creative ideas and knowledge to facilitate working cooperatively and efficiently. Leadership behaviors influence team performance specifically they provide the best principles and structure for team development and performance (Gadirajurrett et al., 2018).

This study was guided by Path-Goal theory of leadership which states that the leader can influence the perceptions of rewards and can clarify what the employees have to do to achieve these rewards. This theory was employed in order to identify the influence of different leadership styles on employees' self-esteem so that necessary recommendations can be done. The theory is concerned with the ways in which a leader can influence a subordinate's motivation to achieve intended goals. Thus, leadership style is effective on the basis of how the leader influences the perceptions of work goals or rewards of subordinates (Northouse, 2018).

Further, a path-goal theory further states that leadership styles can influence employees' self-esteem positively or negatively, depending on the nature of leadership employed (House, 1971). The theory is therefore useful for understanding how various leadership behaviors affect the self-esteem of subordinates and their work performance. Path-goal Theory suggests that leaders should be flexible and that they should change their styles, as situations require. When subordinates perceive leadership style as the source of satisfaction in their job, then the leadership is considered acceptable and can lead to the subordinate's satisfaction and subsequently, the self-esteem of employees will

be maximized. Therefore, the leadership style is acceptable only when subordinates perceive it as either an immediate or future source of job satisfaction.

This study is also supported by the Action Theory by Leithwood and Jantzi (1990) which described beliefs about people and their motivations, suggesting that open sharing of information can enhance interpersonal relationships, encourage professional development, and stimulate organizational effectiveness. The theory highlighted trust, collaboration, and effective problem-solving as the core of collegial school cultures. To change, schools must create new beliefs, meanings, and skills. When teachers work in an environment supportive of their collegial work, the implementation of change is of a higher quality and more easily sustained.

This study is also supported by the Self-determination theory (SDT) by Deci and Ryan (1985) which posits that an open awareness may be especially valuable in facilitating the choice of behaviors that are consistent with one's needs, values, and interests. On the other hand, automatic or controlled processing often precludes considerations of options that would be more congruent with needs and values. That is, awareness facilitates attention to prompts arising from basic needs, making one more likely to regulate behavior in a way that fulfills such needs. With that being said, mindfulness may facilitate well-being through self-regulated activity and fulfillment of the basic psychological needs for autonomy may it be in the form of a self-endorsed or freely chosen activity, competence, and relatedness.

3. Material and Methods

The quantitative, non-experimental design of research using the correlational technique was used in this study. The correlational technique is a non-experimental design, where the researcher examines the relationship between two or more variables in a natural setting without manipulation or control. In correlational studies, the researchers examine the strength of associations between variables by looking at how a change in one variable was correlated with a change in the other variable (Cresswell, 2014). Furthermore, the researcher obtained numerical data from the population in order to establish accuracy. Descriptive research depicts the precise selection of respondents through the survey (Kowalczyk, 2018). The design provided a description of the relationship between principal leadership styles and the professional self-esteem of teachers.

The correlational technique is a non-experimental approach in which it analyzes the relationship between two or more variables without reserve. It also looks into the degree of association by relating it with other variables. Apparently, correlational studies have an independent and dependent variable with the effects of the independent variable observed on the dependent value (Patidar, 2013). This design was used to align the variables based on the discussion of the aforementioned related literature. This technique was appropriate since the study aimed to determine the significant relationship between principal leadership styles and the professional self-esteem of teachers.

The mediation process was used to determine whether the relationship between principal leadership styles as the independent variable and professional self-efficacy as the dependent variable was significantly reduced after the inclusion of the mediator variable- team member effectiveness. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

There were 300 respondents of the study who were elementary public school teachers in the three public schools in Magsaysay, Bansalan, and Matan-ao (MABAMA), Davao del Sur. With a desire to give everyone a chance to be included in the study, stratified random sampling was used. Stratified random sampling was employed in the study such that all public elementary school teachers under the 3 identified schools had a chance to be selected and considered for inclusion in the final sample. This is a sampling technique in which the population is divided into groups called strata. In this case, the public elementary school teachers in MABAMA only were the groups to become respondents. Moreover, the idea was that the groupings were made so that the population units within the groups are similar (Salkind, 2007).

Those teachers who were not teaching under the elementary department in the areas of Magsaysay, Bansalan and Matan-ao were excluded from the study, for they were in different work environments and supervision. Also, teachers who were working in secondary and private schools whether in the same identified areas including those teachers also who hold managerial or supervisory positions were excluded from the study.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they are given the free will to participate without any form of consequence or penalty.

A systematic procedure was followed in the conduct of the study. First, the researcher prepared a letter request approved by the Dean, Professional Schools. The approved letter was forwarded to the School Division Superintendent of the Department of Education Division of Davao del Sur asking permission the conduct the study. Then, the researcher furnished a copy of the approved letter to the different School Heads of the respondents for the conduct of a full-blown data gathering.

Before the administration of the survey questionnaire to the respondents of the 3 public schools under the division of Davao del Sur, Province of Davao del Sur, the researcher visited the school heads of the 3 identified public schools for a courtesy call and discussed the plan on the conduct of online survey thru google forms to all concerned respondents. The researcher strictly observed the safety protocols during this pandemic time as per mandate by the Inter-Agency Task Force for the Emerging Infectious Disease (COVID 19) such as physical/social distancing and the wearing of facemasks. During the

courtesy call, a list and contact numbers/email addresses of all respondents/teachers were requested from the offices of the concerned school heads/principals. The list served as the basis for the researcher for the data gathering. The researcher transferred the survey questionnaire to the template of Google forms and which template contained specific instructions for the accomplishment and retrieval of the instrument, which contents were understandable by the respondents.

Also, before the actual data collection, the researcher secured Certificate of Compliance from U MERC to ensure compliance with some ethical considerations in research. All retrieved questionnaires were encoded in the excel template after verification and checking as to the completeness of the answers. After all the tallying and validating of results, the data were analysed and interpreted in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

The following statistical tools were used in the computation of data and testing the hypotheses at 0.05 level of significance: mean was used to determine the level of principal leadership styles, professional self-esteem, and team member effectiveness of teachers. Pearson Product Moment Correlation (Pearson r) was used to determine the significance of the relationship between and among the principal leadership styles, professional self-esteem, and team member effectiveness of teachers, and Path Analysis was used to determine the significance of the mediation of team member effectiveness on the relationship between the principal leadership styles and professional self-esteem of teachers.

4. Results and Discussion

Table 1: Level of Principal Leadership Styles

Indicators	SD	Mean	Descriptive Level
Directive	0.412	4.73	Very High
Participative	0.469	4.74	Very High
Achievement-oriented	0.398	4.84	Very High
Overall	0.387	4.77	Very High

The level of principal leadership styles is very high due to the very high ratings of responses. The indicators achievement-oriented, participative, and directive were arranged from highest to lowest. The very high level of achievement-oriented principal leadership style suggests that there is a very high inclination of the principals to set challenging goals for the school and teachers in order to motivate them to do their very best. This is in line with the claim of Bakare and Ojeleye (2020) and Mwaisaka et al. (2019) that an achievement-oriented leadership style suit unclear tasks and employees who may need a morale booster through rewards to increase their confidence in their ability to accomplish the given goal.

Further, the very high level of participative principal leadership style suggests that there is a very high disposition of the principals to actively support and participate in

achieving the school's goals. This is in line with the claim of Vroom (2019) that participative leadership reflects a leader's capacity to establish a cooperative, supportive, empowering, and democratic working environment wherein members of a group or team play more active roles in decision-making. Lastly, the very high level of directive principal leadership style implies that there is a very high inclination for the principals to guide the teachers and staff with specific goals, expectations, and responsibilities that they are set to achieve. This is in line with the claim of various researchers (Pearce and Sims, 2002; Lorinkova, Pearsall, & Sims, 2013; Stoker, Garretsen, & Soudis, 2019) that by regulating their employees' work and giving them defined goals, directive leaders hope to decrease ambiguity and boost process efficiency. Directive leaders aim to maximize staff performance by centralizing decision power.

Table 2: Level of Professional Self-Esteem

Indicators	SD	Mean	Descriptive Level
Acceptance of Profession	0.320	4.88	Very High
Pride in the Profession	0.235	4.92	Very High
Value of the Profession	0.322	4.88	Very High
Belief in Professional Capabilities	0.374	4.84	Very High
Belief in the Functionality of the Profession	0.308	4.89	Very High
Overall	0.290	4.88	Very High

The very high level of professional self-esteem of the teachers is due to the very high levels of responses. The indicators of pride in the profession, belief in the functionality of the profession, acceptance of the profession, the value of the profession, and finally belief in professional capabilities were arranged from highest to lowest. The very high level of pride in the profession suggests that the teachers have a very high inclination to feel respect and value in the work that they do and strive to uphold their professional responsibilities. This is in line with the claim of various authors (Iqbal et al., 2016; Zarzolahwmi, 2019) that employees see their profession as very important, show a lot of respect for their profession, and think they can be productive and efficient in their profession. Further, a professionally committed teacher takes pride in up-bringing this noble profession and strives to follow the code of professional obligations. Pride in the profession, appreciation of the desirable qualities of colleagues, and understanding of the aims and objectives of the professional create a desire to attain excellence in professional performance.

Also, the very high level of belief in the functionality of the profession suggests that the teachers have a very high disposition to think that how they do their work, how they present themselves, and the work that they do affects other people. This is in line with the claim of various authors (Iqbal et al., 2016; Bakkenes et al., 2010; Korthagen, 2017, Van Driel et al., 2007; Voet & De Wever, 2019) stating that employees feel that their profession is a part of their lives. They see how their profession has the attributes to affect people. Relative to this, research on teachers' professional beliefs has shown that there is

a relationship between teachers' pedagogical beliefs and the practices carried out by them. However, this relationship is complex and dynamic rather than causal.

The very high level of acceptance of the profession suggests that the teachers have a very high inclination to view themselves as a professional and that their profession is suitable to their interests and personality. This is in line with the claims of (Montazeralfaraj, Ahmadi, Tafti, Barati, and Bahrami (2018) that if the profession that they have chosen does not meet their professional self-concept, the employees will have the tendency to lose their motivation to perform well. Further, the very high level of value of the profession indicates that teachers have a very high inclination to perform better when they feel important and valued in the work that they do. This is in line with the claim of Schleicher (2018) that there is a positive correlation between student academic achievement and the overall prestige of the profession in society, as perceived by the general population and by teachers in particular, so high-achieving educational systems typically exhibit large proportions of teachers who feel valued in society. Finally, the very high level of belief in professional capabilities suggests that the teachers have a very high inclination to view themselves as someone who has the knowledge and competence to do their work. This is in line with the claims of Panisoara (2019) that success is attributed to a personal effort by those who think of themselves as efficient, while external circumstances are attributed to success by people with low levels of efficiency; and those who view themselves as ineffective blame possible failures on a lack of personal effort, while those with a high level of efficiency place the blame on their limited skills and capacities.

Table 3: Level of Team Member Effectiveness

Indicators	SD	Mean	Descriptive Level
I do a fair share of the team's work.	0.291	4.91	Very High
I fulfil responsibilities to the team.	0.316	4.90	Very High
I complete work in a timely manner.	0.356	4.87	Very High
I come to team meetings prepared.	0.398	4.86	Very High
I do work that is complete and accurate.	0.405	4.85	Very High
I make important contributions to the team's tasks.	0.390	4.85	Very High
I keep trying when faced with difficult situations.	0.365	4.87	Very High
I offer to help team members when it is appropriate.	0.342	4.88	Very High
I communicate effectively in the team.	0.365	4.87	Very High
I facilitate effective communication in the team.	0.382	4.85	Very High
I exchange information with team members in a timely manner.	0.388	4.85	Very High
I provide encouragement to other team members.	0.384	4.86	Very High
I express enthusiasm on working as a team.	0.369	4.87	Very High
I listen to what team members have to say on the issues that can affect the team.	0.348	4.89	Very High
I solicit team input on the important matters before going ahead.	0.348	4.89	Very High
I accept feedback on the strengths and weaknesses of the team members.	0.354	4.89	Very High

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I use team members' feedback to improve performance.	0.351	4.88	Very High
I let other team members help when it is necessary.	0.334	4.89	Very High
I stay aware of the team members' progress.	0.362	4.87	Very High
I assess whether the team was making progress as expected.	0.378	4.87	Very High
I stay aware of external factors that have influenced team performance.	0.401	4.86	Very High
I provide constructive feedback to team members.	0.471	4.83	Very High
I motivate the team to do their best.	0.396	4.86	Very High
I make sure that everyone in the team understands important information.	0.362	4.87	Very High
I help the team to plan and organize its work.	0.404	4.86	Very High
I expect the team to do excellent job.	0.390	4.85	Very High
I believe that the team can produce high-quality of work.	0.359	4.88	Very High
I believe that the team can achieve high standards in performing the task.	0.374	4.87	Very High
I care that the team should produce high-quality of work.	0.368	4.88	Very High
I have the skills and expertise to do excellent work.	0.492	4.82	Very High
I have the skills and abilities that are necessary to do an excellent job.	0.439	4.82	Very High
I have enough knowledge of team members' jobs to be able to fill in if necessary.	0.410	4.84	Very High
I know how to perform the jobs of other team members.	0.515	4.80	Very High
Overall	0.344	4.86	Very High

The very high level of team member effectiveness is due to the very high levels of responses. The very high level of team member effectiveness suggests that there very high inclination that there is good harmony and relationship among the teachers. Each of the teachers pull their weight in the team and strives to contribute to achieving their school's goals. This is in line with the claims of Britton et al., (2017) Varela and Mead (2018) effective teamwork skills are essential for success in an increasingly team-based workplace. Teamwork is consistently identified as a crucial component of success in today's professional sector. Employers identified teamwork skills and the ability to collaborate with others in diverse group settings as a learning outcome that necessitated increased emphasis in schools.

Further, team building alludes to an extensive variety of exercises, displayed to organizations, schools, games groups, and religious or charitable associations intended for enhancing group execution. In addition, team building is sought after through a mixed bag of practices, and can go from straightforward holding activities to complex reproductions and multi-day team building retreats intended to add to a group, normally falling some place in the middle. Most part of it sits inside the hypothesis and practice of hierarchical improvement, however, can likewise be connected to group dynamics, school bunches, and different settings. Team building is not to be mistaken for group entertainment that comprises exercises for groups that are entirely recreational.

Table 4.1: Significant Relationship between Principal Leadership Style and Professional Self-Esteem of Teachers

Principal Leadership Style	Professional Self-Esteem					
	AP	PP	VP	BPC	BFP	Overall
Directive	0.496 <.001	0.448 <.001	0.514 <.001	0.431 <.001	0.444 <.001	0.503 <.001
Participative	0.508 <.001	0.444 <.001	0.539 <.001	0.469 <.001	0.46 <.001	0.523 <.001
Achievement Oriented	0.639 <.001	0.593 <.001	0.693 <.001	0.623 <.001	0.609 <.001	0.682 <.001
Overall	0.6 <.001	0.541 <.001	0.637 <.001	0.556 <.001	0.552 <.001	0.623 <.001

The correlation between measures of principal leadership style and the professional self-esteem of teachers revealed a significant relationship. This implies that the principal leadership style is significantly linked to the professional self-esteem of teachers. The findings of this study were in line with De Cremer et al. (2005), Karagianni & Jude Montgomery (2018), and Wong et al., (2012) which emphasized that leadership style on an important variable for employees which is self-esteem. The authors predicted that procedural fairness would positively influence people's reported self-esteem if the leader adopted a style of rewarding behavior for a job well done. Results from a scenario experiment, a laboratory experiment, and an organizational survey indeed showed that procedural fairness and rewarding leadership style interacted to influence followers' self-esteem, such that the positive relationship between procedural fairness and self-esteem was more pronounced when the leadership style was high in rewarding behaviour. In the students' context, the development of self-esteem and self-efficacy in students should be matched with a supportive learning environment, which should involve various stakeholders of the school. In order to provide opportunities for students to enhance psychosocial development, the leadership training programme is one of the typical methods to train students' confidence and decision-making.

Table 4.2: Significant Relationship between Principal Leadership Style and Team Member Effectiveness of Teachers

Principal Leadership Style	Team Member Effectiveness
Directive	0.426 <.001
Participative	0.514 <.001
Achievement Oriented	0.662 <.001
Overall	0.585 <.001

The correlation of measures of principal leadership styles and team member effectiveness of teachers revealed a significant correlation. This means that the principal leadership

style is significantly associated with team member effectiveness. This is in line with the claims of various authors (Gadirajurrett et al., 2018) stating that leadership within these highly dynamic teams is expected to establish, define and communicate team goals and outline the structure by which these goals will be accomplished. Leadership behavior is an important factor in achieving the team’s desired results. Leaders can act as role models among team members by sharing creative ideas and knowledge to facilitate working cooperatively and efficiently. Leadership behaviors influence team performance specifically it provides the best principles and structure for team development and performance.

Table 4.3: Significant Relationship between Team Member Effectiveness and Professional Self-Esteem of Teachers

	Professional Self-Esteem of Teachers					
	AP	PP	VP	BPC	BFP	Overall
Team Member Effectiveness	0.77	0.72	0.803	0.862	0.852	0.87
	<.001	<.001	<.001	<.001	<.001	<.001

The correlation of measures of team member effectiveness and the professional self-esteem of teachers revealed a significant correlation. This indicates that team member effectiveness is significantly related to the professional self-esteem of teachers. This is in line with the claims of Habeeb (2017) who believes that a person’s confidence in their own ability varies significantly depending on who is in their team. Also, Bass (2021) stipulated that it is important to successfully notify team members and reward team performance. With this, employees will often receive a self-esteem boost from belonging to a successful team. Moreover, in the study of Bertucci et al. (2010) and Johnson and Johnson (2005) cooperative experiences tend to result in higher self-esteem than working alone.

Table 5: Regression results of the variables in the criteria of the presence of mediating effect

Effect	Estimate	SE	95% Confidence Interval			p	% Mediation
			Lower	Upper	Z		
Indirect	0.337	0.0307	0.2764	0.397	10.96	<.001	72.2
Direct	0.130	0.0252	0.0804	0.179	5.15	<.001	27.8
Total	0.466	0.0338	0.4002	0.533	13.80	<.001	100.0

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between principal leadership style and the professional self-esteem of teachers. Specifically, team member effectiveness was investigated as the possible mediating variable that could explain the effect of principal leadership style and the professional self-esteem of teachers. Partial mediation is found in the study, and significant direct effects were presented that may help in the enrichment of the existing studies on principal leadership style and professional self-esteem of teachers. This implies that the effect of the principal leadership style on the self-esteem of teachers is heightened through team member effectiveness. This is in line with the recent studies of

Gadirajurrett et al. (2018) affirming that leadership behaviors influence team performance, specifically, it provides the best principles and structure for team development and performance.

The mediation analysis involved the path between principal leadership style and team effectiveness, and the path between team effectiveness and professional self-esteem of teachers. Trust between team members and a leader is a crucial precursor to increasing a team's overall effectiveness. Hence, a leader must not only earn the trust of their followers but also play a crucial part in promoting the growth of trust among team members (Chou et al., 2013; Dirks & Skarlicki, 2004). A leader must promote a trusting environment as it is essential because it fosters self-esteem and increases effectiveness among team members, who therefore feel more capable of working together to complete tasks (Dirks & Ferrin, 2002; Hakanen et al., 2015).

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the very high level of mean scores for all the variables, principal leadership styles, professional self-esteem, and team member effectiveness, the researcher recommends that the school management may come up with an inventory of all its positive or advantages and negative or disadvantages on its programs implemented and make some improvements on those items which are below performance/standards. These may include the aspects of benefits for the teachers/staff like attendance to seminars and training which are relevant to the present times. Seminars on IT as an innovation in teaching strategies, stress management or anger management, and seminar on mental health awareness, and communication proficiency may be included as part of the activities that needed to be implemented on a regular basis. Spiritual activities like the conduct of annual retreats or recollection or even the practice of bible sharing or activity will also enrich the spiritual well-being of teachers.

In addition to the above-cited recommendations, the best practice of having an “open door policy” between teachers and management may allow the spirit of oneness and harmony at the workplace. The regular conduct of meetings between teachers and management (may it be done by the program) is also recommended in order to know some updates in school or to thresh out some issues or concerns within the program/department. It is also recommended that an annual celebration of a get-together event may be done which will be a good idea to relax, enjoy, celebrate and give thanks to everybody for the full support, commitment and dedication to work or for a job well done.

On the partial mediating effect of team member effectiveness on the relationship between principal leadership styles and professional self-esteem, the researcher recommends revisiting the school’s vision, mission, goals, and objectives and conducting an orientation or reorientation to all employees/teachers. This will enable the school to ask for a renewal of commitments from all the teachers given the VMG as an inspiration

to all. The commitment of teachers in their jobs will transcend to the delivery of their services to the students and ultimately will flow up to the parents and to the community as a whole.

6. Conclusion

With consideration of the findings of the study, conclusions are drawn in this section. There is a very high mean score level of principal leadership styles, a very high mean score level of professional self-esteem, and a very high mean score level of team member effectiveness of teachers. There is a significant relationship between the principal leadership style and the professional self-esteem of teachers. There is also a significant relationship between principal leadership style and team member effectiveness, and a significant relationship between team member effectiveness and the professional self-esteem of teachers.

In addition, there is also a partial mediation on the effect of team member effectiveness on the relationship between principal leadership style and the professional self-esteem of teachers. The findings of the study clearly confirm the notion about the mediating effect of team member effectiveness on the relationship between principal leadership style and the professional self-esteem of teachers. The findings are supported by the Path-Goal Theory by House (1971) which described the happiness, motivation, and output of a leader's team are all factors in their conduct. House asserted that a leader's role is to guide followers in identifying their own goals, as well as the goals of the company, and determining the best course of action for achieving each. Since everyone has different motivations and objectives, leaders must adapt their strategy to the circumstance.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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