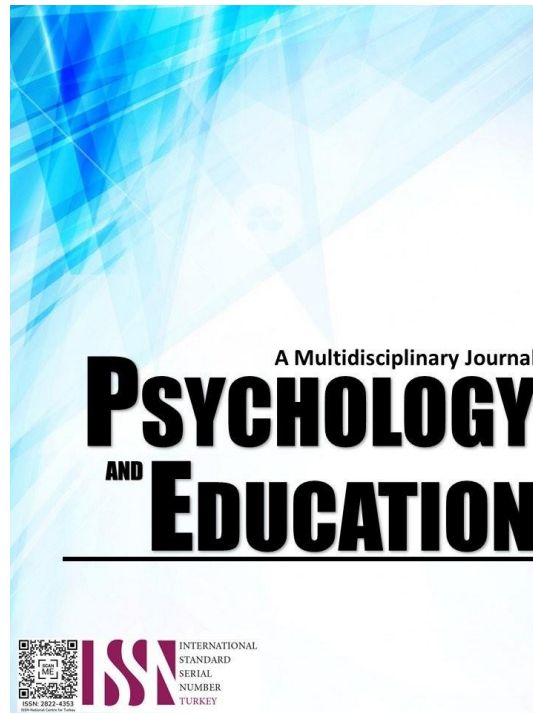


SCHOOL HEADS' LEADERSHIP STYLES AND TEACHERS' PERFORMANCE



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School Heads' Leadership Styles and Teachers' Performance

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Abstract

This study aims to determine the leadership styles of the school heads and teachers' performances. Specifically, it sought to offer data on respondents' perceptions of the leadership styles of their school heads in terms of Autocratic, Delegative, Democratic, Servant, and Transformational; Teachers' performance; a significant relationship between the leadership styles of school heads and teachers' performance; and the most effective leadership style(s) for teachers' performance. The respondents were the selected one hundred fourteen (114) Public Secondary Junior High School Teachers from Alubijid East District, Division of Misamis Oriental, School for the school year 2023-2024. Statistical tools like frequency, percentage, mean, standard deviation, Pearson r, and linear regression were used to check the statistical correlation of the data. The instrument was adopted from the study of Juntahan and Oco on leadership styles and the teachers' performance ratings for the school year 2023-2024. The top-rated leadership style was the Democratic Leadership Style, while the remaining four (4) leadership styles were at a high adherence level. Significant correlations were registered between all five (5) leadership styles and school performance. In the final analysis, it was concluded that democratic and servant leadership styles are the dominant styles in managing teachers' performance and even students' performance in school. Continuous development training and programs must be implemented, especially for novice teachers, to ensure good performance that is beneficial for the learners. Finally, handling school requires an effective leadership style to address challenges adequately.

Keywords: *leadership styles, democratic, servant, teachers' performance*

Introduction

Someone whose infectious charisma motivates others is a leader. Possessing strong leadership attributes is crucial for both professional and personal growth in the competitive world of today. Being a successful leader requires skill, which is why it's challenging to attain. When giving instructions, a leader considers the qualities of the individual, the team, their position, honesty, integrity, and respect. It effectively directs decisions in the proper way. It is imperative for leaders to periodically assess how educators and other stakeholders perceive and receive the leadership styles they are implementing, as well as how this impacts teachers' overall performance in the classroom.

The long-term foundation of the political system is laid out in the Philippine Constitution. It allocates specific powers and duties to the different government agencies and branches in addition to the democratic principles that form the foundation of the government. In order to protect teachers' and students' rights from the arbitrary actions of those in positions of authority, the Department of Education mandates that the entire public-school setting serve as a place for developing effective leadership that offers practical exposure, experience, and instruction in responsible and participatory democracy (Lapus, 2018).

As per the "Code of Conduct and Ethical Standards for Public Officials and Employees," Republic Act No. 6713 requires educators to set a good example for the moral values they teach their students (Juntahan, 2020). Consequently, the daily lives of administrators and teachers should be characterized by moral values, democratic governance, and a commitment to excellence. Department heads are a school's recognized leaders. They now have authority, accountability, and responsibility for the institution's accomplishments or shortcomings. The principal plays a crucial role in the academic progress, performance, and educational development of the students since they are usually the primary source of information and the force behind preserving the organization's welfare. In order for students to eventually become vital members of the community and the workforce of the country, it is the administrators' responsibility to make sure the school runs smoothly and that students receive the best education possible (Catid, 2022).

The key members of a school's leadership team, the school heads in particular, are increasingly important in determining the success of the institution. Because of this, the administrator—who also acts as the primary leader of the school—has a significant influence on every aspect of its operations through their behaviors, character attributes, and prejudices. This point of view has increased the scrutiny that recent talks about improving educational policies for schools have received (Roxas, 2022).

This study is predicated on the notion that student and school performance is significantly influenced by effective leadership. Furthermore, there is a growing realization that universities require strong leaders if they are to provide students with the best education possible. Not only do schools need dedicated, skilled educators, but they also need extremely capable administrators to oversee them. It is generally acknowledged that persuasive leaders are essential, but it is unclear which specific leadership philosophies would produce the greatest outcomes (Agawin, 2019).

One important theoretical contribution to the understanding of leadership is Taylor's Scientific Management on Situational Theory and Contingency Theory. Frederick Winslow Taylor developed the Theory of Scientific Management, according to Oco (2022). This idea deals with the relationship between individuals and their occupations. The foundation of this relationship was identifying the "one best way" to complete a task and choosing the appropriate person for each assignment. Eliminating waste and inefficiencies allowed us to produce the most with the least amount of work. Taylor believed that if management and labor adopted this mindset, they would cease viewing one another as competitors and instead collaborate to boost profits.

DM No. 45 series of 2020 is an additional concept considered in this study. The 2020 publication titled "Guidelines for Results-Based Performance Management Systems (RPMS) in Light of Covid 19 Measures" This memorandum significantly changed the performance standards used to evaluate teachers' work from pre-pandemic levels. Because verifications and artifacts were changed and aligned to reflect what was practical during the epidemic, teachers were still able to receive high performance evaluations despite the challenges (DepEd Order No. 45 s. 2020).

Consequently, the performance of the teacher becomes the dependent variable. Using the appropriate method of verifications accumulated over the course of the entire school year based on D.M., program directors, master teachers, or school administrators evaluate and confirm the performance evaluations completed by teachers. No. 45 series of. 2020

Research Questions

Specifically, this study sought to answer the following questions:

1. What are the teachers' perceptions of the school heads' leadership styles in terms of:
 - 1.1 autocratic leadership style;
 - 1.2 democratic leadership style;
 - 1.3 delegative leadership style;
 - 1.4 servant leadership style; and
 - 1.5 transformational leadership style?
2. What are the teachers' performance in terms of:
 - 2.1 outstanding;
 - 2.2 very satisfactory;
 - 2.3 satisfactory;
 - 2.4 unsatisfactory; and
 - 2.5 poor?
3. Is there a significant relationship between the school heads' leadership styles and teachers' performance?
4. Which of the school head's leadership Styles components singly or in combination greatly influence the teachers' performance?

Literature Review

Leadership Styles

The school heads used four combinations of leadership styles, namely: Authoritarian style combined with transactional type, Democratic style combined with either transformational type, transactional type, or instructional type. The teachers and school heads registered the same perceptions of school leadership styles. In Autocratic Leadership, the leader makes decisions without consulting with others. Lewin's experiments found caused the most significant discontent. An autocratic style works best when; there is no need for input on the decision, where the decision would not change as a result of input where the motivation of people to carry out subsequent actions would not be affected whether they were or were not involved in the decision-making (Ganesh as cited by Amino, 2020). Saguig (2019) revealed that autocratic might be authoritarian. Still, it can be best implemented, especially in making unpopular decisions, as long as it is the best option, and it is good for everybody. It further explained that sound decisions can sometimes become painful, but what is necessary and suitable should always prevail. This was supported by the findings of Sapungan (2017), who revealed that school administrators demonstrate an autocratic leadership style.

In democratic leadership, the leader involves the people in the decision-making. However, the process for the final decision may vary from the leader having the final say to them facilitating consensus in the group. Democratic decision-making is usually appreciated by the people, especially if they have been used to autocratic decisions with which they disagreed. Democratic style can be problematic when there is a wide range of opinions and there is no clear way of reaching an equitable final decision (Agawin, 2019). The study by Oco (2022) concluded that more school principals use a democratic leadership style, and only a few uses an autocratic leadership style. This was supported by the findings of Cuadra (2022), who revealed that school administrators demonstrate an autocratic leadership style.

Delegative Leadership minimizes the leader's involvement in decision-making. Delegative works best when: people are capable and motivated to make their own decisions and where there is no requirement for central coordination. The leader allows subordinates to experience leadership by allowing them to work with others (Oco, 2022). Delegative Leadership is also considered in this study. Agawin (2019) stressed that the delegative leadership style is one of the most practiced forms of leadership. It gives teachers opportunities to hone their potential and skills in leading groups of individuals in a specific task or project. Adlawan (2019) further confirmed this and added that delegative leadership is the best option for teachers that envision themselves becoming school head. In servant leadership, the leader is lead by example; although it is usually admired in politics, employees prefer a servant leader. This form of leadership is often criticized as weak. They have high integrity and lead with generosity. Their approach can create a positive corporate culture and lead to high morale among team members. Supporters of the servant leadership model suggest that it is an excellent way to move ahead in a world where values are increasingly essential. Servant leaders can achieve power because of their values, ideals, and ethics. However, others believe that people who practice servant leadership can find themselves "left behind" by other leaders, particularly in competitive situations (Del Valle, 2018). The findings of Jaudian (2019) revealed that different authors define servant leadership by considering 'self-less service' as the main element. When servant leadership is considered, Lapus's (2018) and Del Valle's (2018) study stresses the impact of servant leadership on teaching and managerial positions. Serving is extending assistance to learners or teachers that need help.

In transformational leadership, the principal manages the school as an institution. The principal's leadership impacts initiatives to raise teacher performance (Maesaroh, 2020). The studies of Oco et al., (2022) and Roxas (2022) revealed that transformational leadership is highly present among school heads' managing styles and that it allows teachers to have inspiration in what they are doing and that it also inspires them to become a leader someday.

Teachers' Performance

Schools place a high value on teacher performance because effective teaching contributes to achieving school objectives. As a result, improving teacher effectiveness in expanding human resources is crucial. Numerous initiatives have been made, including curriculum, methodologies, coaching, and counseling, but they haven't successfully enhanced teacher performance (Dewi et al., 2018). This reaffirms the study of Janubas (2019) revealed that to maintain high teacher performance, all aspects of work must be held at a reasonable level. Furthermore, the needs of teachers must be addressed accordingly via utilizing various leadership styles in the same line as Tein (2022), who revealed the same results and findings. Thus, leadership style is linked to job performance. Teachers with low levels of perception of leadership styles can cause decreased productivity (Oco et al., 2022). This was also observed in the study of Catid (2022), who stated that low satisfaction could lead to low performance and outputs of teachers.

Although this research may have some similarities to the studies mentioned in this chapter, still there are variables here that are not utilized in previous studies. Under such conditions, this will provide reasons, ideas, and perspectives on leadership styles applicable to the local setting and in improving teachers' performance.

Methodology

This study used descriptive research utilizing the descriptive correlation design because it involved respondents, analysis, and interpretation of data to be gathered. This study involved the interpretation of numerical data and focuses on testing theories and hypotheses in which variables are controlled and manipulated.

Sampling

The respondents of this study were the one hundred fourteen (114) teachers for the School Year: 2023 – 2024. No sampling procedure was performed as the researchers took all the teachers for this study.

Data Collection

Through a written request, the researchers asked the approval from the school principal to conduct a study among Junior High School teachers. Upon the approval of the request, the researcher then proceeded to the orientation of the respondents. Next, the researcher explained to the teachers the contents of the questionnaires and how they will be answered. It was also explained that their participation is voluntary; therefore, they can say no or not participate in the conduct of the study. Finally, the collection of data was conducted. Collected data was then be analyzed and interpreted to provide evidence for the research questions of this study.

Ethical Issues

The researchers also assured the teachers that their identity and the data gathered be kept confidential. For data analysis purposes, the teachers' names were replaced with code or set of numbers to ensure that their identity and integrity are kept confidential. Moreover,



all provisions of the data privacy act were observed during the whole conduct of the study.

Results and Discussion

Table 1 summarizes teachers' perceptions of school heads' leadership styles. The data shows that democratic leadership got the highest Mean of 3.72 (SD=0.61) which means that the members of the group take a more participative role in the decision-making process. Teachers also realized that they were allowed to explore and put their leadership skills into practice in serving the learners and the community where the school is situated. These data further imply that the school and learning environment emphasizes a sense of freedom. In democratic leadership, the leader involves the people in the decision-making. However, the process for the final decision may vary from the leader having the final say to them facilitating consensus in the group. Democratic decision-making is usually appreciated by the people, especially if they have been used to autocratic decisions with which they disagreed. Democratic style can be problematic when there is a wide range of opinions and there is no clear way of reaching an equitable final decision (Agawin, 2019).

Table 1. Summary of Teachers' Perception on School Heads Leadership Style

Leadership Styles	Mean	SD	Description	Interpretations	Rank
Autocratic	3.37	0.63	Always	Very High Adherence	5
Delegative	3.68	0.57	Always	Very High Adherence	3
Democratic	3.72	0.61	Always	Very High Adherence	1
Servant	3.71	0.59	Always	Very High Adherence	2
Transformational	3.61	0.72	Always	Very High Adherence	4

Note: 1.00-1.74 Very Low Adherence, 1.75-2.49 Low Adherence, 2.50-3.24 High Adherence, 3.25-4.00 Very High Adherence

Table 2 shows the teachers' performance. The data revealed an overall Mean of 4.683 (SD=0.96), equivalent to an Outstanding Level. Moreover, Eighty (80) or 70% of the teachers' performance was outstanding. It was followed by the Very Satisfactory level with 31 or 27% and lastly Satisfactory level with 3 or 3%. This data means that most teachers achieved very high performance or performed better in their duties and responsibilities. This implies that high-performance teachers are likely productive, resulting in higher performance. This reaffirms the study of Janubas (2019) that to maintain high teacher performance, all aspects of work must be held at a reasonable level. Furthermore, the needs of teachers must be addressed accordingly via utilizing various leadership styles in the same line as Tein (2022), who revealed the same results and findings.

Table 2. Teachers' Performance

Interval	Description	F	%	Mean	SD	Interpretations
4.500 – 5.000	Outstanding	80	70%	4.683	0.96	Outstanding
3.500 – 4.499	Very Satisfactory	31	27%			
2.500 – 3.499	Satisfactory	3	3%			
1.500 – 2.499	Unsatisfactory	0	0%			
1.000 – 1.499	Poor	0	0%			
Total		114	100%			

Note: F=Frequency, %=Percent

Table 3 presents the test correlation in teachers' perception of school heads' leadership styles and teachers' performance. The data revealed significant difference for Autocratic Leadership Style with r-value of 0.247 (p-value=0.001), Democratic Leadership Style with r-value of 0.864 (p-value=0.000), Delegative Leadership Style with r-value of 0.211 (p-value=0.001), Servant Leadership Style with r-value of 0.762 (p-value=0.001) and Transformational Leadership Style with r-value of 0.424 (p-value=0.000) all of which were significant at 0.05 level of significance. This means that the null hypothesis was rejected. This data implies that school heads' leadership styles significantly influenced the teachers' performance. It further implies that this study's five leadership styles significantly impact the teacher's performance. Thus, school heads' leadership styles in managing the teachers can improve their level of performance. This means that the null hypothesis was rejected. The study by Saguing (2019) and Aminao (2020) found that teachers' responses to leadership styles have a significant influence on their performance, reaffirming the study of Calibara (2016) revealed that teachers' responses to leadership styles have a significant relationship on performance. A leader should be flexible, observant, clear, and consistent in performing the tasks. The leader can make or break the performance of the school. Therefore, the leader must possess comprehensive knowledge of leadership styles that can be applied and used in various school scenarios.

Table 3. Correlation on School Heads Leadership Styles and Teachers' Performance

Leadership Styles	r-value	p-value	Decision	Interpretation
Autocratic	0.247	0.001	Reject Ho ₁	Significant
Democratic	0.864	0.000	Reject Ho ₁	Significant
Delegative	0.211	0.001	Reject Ho ₁	Significant
Servant	0.762	0.001	Reject Ho ₁	Significant
Transformational	0.424	0.000	Reject Ho ₁	Significant

Table 4 presents the regression analysis between school heads' leadership styles and teachers' performance. Obviously, the teachers' performance is influenced by democratic leadership styles, $\beta = 0.246$, $t = 2.936$, ($p < .014$), and servant leadership style, $\beta = 0.360$, $t =$

2.683, ($p < .025$). The findings imply that democratic and servant leadership styles significantly influence the teachers' performance. More precisely, the predicted scores for values of the independent variables are indicated by the beta weights (β), which means that each additional score/unit accounted for by these two measure variables would imply an increase in teachers' performance. The figures in the table disclose that for every unit change in values development, there is a corresponding increase of 19.1 percent in the teachers' performance. This further means that the higher the level of these leadership styles, the higher the teachers' performance. As to democratic and servant, a one-unit increase in academic pressure there is a corresponding increase of 19.9 percent in the teacher's performance. This would mean that the higher the level of democratic and servant leadership styles, the higher the level of teacher performance.

Table 4. *Regression Analysis on School Heads' Leadership Styles and Teachers' Performance*

Variables	Unstandardized Coefficients		Standard Coefficient	T-value	Sig	Interpretation
	B	Standard Error	Beta			
Constant	0.446	0.684	0.472	0.756	0.443	
Autocratic Leadership Style	0.246	0.189	0.095	1.636	0.135	Not Significant
Democratic Leadership Style	0.377	0.193	0.191	2.936	0.014	Significant
Delegative Leadership Style	0.205	0.128	0.136	1.589	0.114	Not Significant
Servant Leadership Style	0.360	0.192	0.199	2.683	0.025	Significant
Transformational Leadership Style	0.300	0.188	0.29	0.158	0.478	Not Significant
	R=0.499	R ² = 0.254	F= 9.826			Sig. 0.000

a. Dependent Variable: Academic Performance

Conclusion

Overall, the topmost rated leadership style was the Democratic Leadership Style, while the remaining four (4) leadership styles were at a high adherence level. Significant correlations were registered between all five (5) leadership styles and school performance. In the final analysis, it was concluded that the democratic leadership style and servant leadership style are the dominant style in managing teachers' performance and even students in school. Continuous development training and programs must be implemented, especially for novice teachers, to ensure good performance beneficial for the learners. Finally, handling school requires an effective leadership style to address challenges adequately.

A leader should be flexible, observant, clear, and consistent in performing the tasks. The leader can make or break the performance of the teacher and the school. Therefore, the leader must possess comprehensive knowledge of leadership styles that can be applied and used in various school scenarios. Leadership styles must be well learned and understood by all parties involved to promote synchronization of actions and create win-win solutions and fruitful outcomes.

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