

School Heads' Leadership Style and Teachers' Performance

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Abstract

The leadership style adopted by school heads can significantly impact teachers' performance and overall school climate. In this context, this study aimed to determine the school heads' leadership styles and their relation to teachers' performance in a medium-sized division in a component city in the central Philippines. Data for this descriptive-correlational study was collected from 84 respondents using a survey questionnaire that has passed the rigorous validity and reliability tests. Data gathered showed that participative leadership style was the most prevalent among school heads. Furthermore, the teachers' performance was very satisfactory for the Academic Year 2021- 2022. Authoritarian and delegative leadership styles were not significant in the comparative analysis of the level of school heads' leadership styles. Subsequently, there was a significant relationship between school heads' leadership styles and the level of teachers' performance. The result of this study calls for strengthening the seminars and training to equip the school heads and to expand their leadership style in managing their respective schools to maximize their full potential in fulfilling their duties and responsibilities.

Keywords: *School heads' leadership styles, teachers' performance, autocratic leadership style, participative leadership style, delegative leadership style, Negros Occidental, Philippines*

Bionote:

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Introduction

Nature of the Problem

School heads are known to be pillars as they are entirely responsible for the success of their respective organization. The school head plays a leading role that is inseparably connected to the growth and development of the whole school community (Vicera & Maico, 2019). Good school leadership is the bedrock of great schools (Papa, 2022). Creating a learning environment where everyone can access high-quality education needs competent leadership. Viscera (2019) stated that teachers' performance is deeply anchored in the leadership style of the school head. Most of the time, these leadership styles become determiners of teachers' overall performance.



The researcher observed that teachers performed according to the leadership styles of the school heads. Evidently, strong school leaders affect achievement through the development of good teachers and the adoption of effective organizational practices is becoming more and more convincing (Machumu & Kaitila, 2014).

This is opposed to the study of Aquino et al. (2021) that varied leadership practices led to improved teachers' performance. In this context, the researcher navigated the connection between school heads' leadership styles and teachers' performance in the medium-sized division in a component city in central Philippines.

Current State of Knowledge

Chiang et al. (2021) confirm that the authoritarian leadership style comprises high levels of control over subordinates. This means school heads who use this style tend to be more particular in monitoring their teachers' performance. This leadership style is ideal when there is an abrupt decision-making scenario that does not affect people in carrying out subsequent actions of involving in the decision-making process (Napire, 2014). For instance, this leadership is functional during military conflicts. As a result, it permits staff to emphasize performing specific tasks without worrying about making complicated decisions (Chukwusa, 2018).

Participative leadership practice is seen as the kind of school leadership that recognizes parents' contribution and teachers' ability and talents in leadership by sharing with them roles and responsibilities in the school administrative process. The ultimate idea behind participative leadership practice is to achieve school effectiveness through collaborative effort and joint decision-making involving principals, teachers, and parents (Gyasi, 2015). Wang et al. (2022) supported the former findings when they seconded that the goals of participative leadership include enhancing employees' sense of ownership of their work, improving decision-making, and integrating workers' personal goals with those of the organization.

The delegative leadership style is effective when teachers are capable and motivated to make their own decisions and when central coordination is not implemented. Delegative school heads are advocates of teachers' productivity; thus, they provide regular feedback and perform check-ins to monitor and evaluate teachers' performance. This effort is anchored on the sole vision of a delegative school head—that is, to give an avenue for teachers to show their skills. Further, teachers are given workloads aligned with their areas of expertise and are assigned additional tasks based on their strengths and potential. Moreover, delegative leaders establish freedom for their employees in setting their deadlines. They set deadlines following the complexity of their tasks. Delegative leaders also identify the level of supervision employees need and whether they can achieve deadlines without supervision (Krosel et al., 2022).

Teachers religiously prepared lessons but needed to be wiser in utilizing teaching-learning time. According to research findings, teachers' perspectives of school effectiveness revealed no significant difference in gender and seniority; however, significance is seen in their educational background and school level. Therefore, it is recommended to policymakers and

school heads that teachers identify their performance, which received feedback, and establish a performance evaluation system with progress due to the performance evaluation process (Özgenel et al, 2021). This concludes, based on the study, that a teacher with higher educational attainment and more relevant training tends to perform better in teaching. Furthermore, attaining higher education and attending training improve teaching quality performance.

In relation to this, Kintanar (2020) asserted that a teacher with higher educational attainment and more relevant and updated training tended to perform better in pedagogy. In conclusion, attaining higher education and attending seminar workshops improve teaching quality performance.

On the other hand (Kanya et al., 2021), the work environment had a significant relationship that determined teachers' performance. Teachers build professional learning communities and exude the ethics and virtues of teaching.

Elpisah and Hartini (2019) concurred that the leadership style significantly and favorably impacted teachers' performance. The delegative leadership style was the most effective in strengthening teachers' performance.

According to the study by Dabash (2018), conforms that the leadership style of school administrators has the potential to significantly enhance both the teaching staff's efficiency and the pupils' academic development. It has been revealed that school administrators' supportive and participative leadership styles are the most successful leadership styles in schools for increasing teachers' effectiveness and students' academic achievement. This was supported by Oco (2022), who said that leadership ideologies and academic success were discovered to have a lot in common. It was determined that ongoing training and programs for teachers and school administrators are necessary to ensure that academic performance meets, if not exceeds, the government's standards. Democratic leadership is the predominant management style used to manage teachers and students in schools. Finally, managing a school requires an understanding of numerous leadership philosophies to effectively handle various school settings and difficulties.

Furthermore, Kalkan et al. (2020) believed that there are substantial correlations between leadership styles, the school culture, and corporate image, in addition to the leadership style of school heads, which considerably predicted school culture and school culture, which significantly predicted organizational image. School culture mediates leadership beliefs and how the general public views business. This results from the realization that leadership ideologies, through educational institutions, have a crucial role in influencing company culture. This study is predicated on the idea that excellent school leadership fosters a supportive environment for the organization's members. It also assumes that leadership and school culture favorably affect the educational institution's organizational reputation.

The statistics show that the authoritarian, democratic, and laissez-faire leadership styles of the school heads caused 59.3% of the variation in teacher job performance. The results also revealed that the laissez-faire leadership style had adverse or ineffectual effects on teachers' work

performance. In contrast, the autocratic leadership style was the most common and significantly improved. The conclusions imply that the investigated principals should use integration judiciously. Lastly, the findings suggest that the investigated school leaders should use the integration of leadership styles sparingly and by the unique circumstances of their respective schools (Parveen et al., 2022)

Theoretical Underpinnings

This part establishes the theory that supports along with concepts that will help readers understand the breadth of the study. Leadership styles are categorized by how a person behaves while leading a group. Cherry (2022) cited that Lewyn's theory on leadership styles are authoritarian (autocratic), participative (democratic), and delegative (*laissez-faire*).

Authoritarian leadership sets clear expectations for what needs to be done, when it needs to be done, and how it should be done. Authoritarian leaders resolve independently, with little or no input from the group, and they need to be more innovative in their decision-making. Furthermore, Participative Leadership is typically the most effective leadership style. Participative leaders guide group members while simultaneously participating in the group and soliciting feedback. Moreover, in delegative leadership, the leaders need more guidance from group members and leave the decision-making up to group members. While this style can be helpful in situations involving highly qualified experts, it often leads to poorly defined roles and a lack of motivation.

Objectives

This study aimed to determine the prevalent school heads' leadership styles and teachers' performance in a medium-sized division in a component city in the central Philippines. Specifically, the study sought answers to the following objectives: 1) To determine the prevalent leadership style of school heads; 2) To determine the level of teachers' performance for the Academic Year 2021 – 2022; 3) To determine the significant difference in the prevalent leadership styles of school heads; and 4) To determine the significant relationship between the prevalent leadership styles of school heads and the level of teachers' performance.

Methodology

This section discusses the research design used, the respondents of the study, and the procedure for the analysis and interpretation of the data to give meaningful results of the study.

Research Design

This study used descriptive correlational design to describe the relationships and variables in the school heads' leadership styles and teachers' performance. A descriptive correlational study aims to describe relationships between variables without attempting to prove a causal connection (Copeland, 2022). It also describes the components and relationships between and among them (Stangor & Walinga, 2019).

Respondents

This study used the stratified random sampling technique with a proportional allocation to determine the study's respondents using Slovin's formula ($N=104$; $n=84$).

Procedures

The result of the data collected, treated, tabulated, analyzed, and interpreted following the study's specific objective is presented in this part.

Data Collection

A modified questionnaire adopted by Donald Clark (2015) entitled Leadership Styles Survey was used to collect the information needed for this study. The questionnaire consists of two parts: Part I was on the socio-demographic profile of the school heads. Part II consisted of 30 items of leadership style questions, of which 10 (10) items were for authoritarian, 10 (10) items were for participative, and 10 (10) items were for delegative style. The respondents will check the given option in every question with the following interpretation: 5 - Almost Always True, 4 - Frequently True, 3 - Occasionally True, 2 - Seldom True, and 1 - Almost Never True, respectively.

Data Analysis/ Statistical Treatment

Appropriate statistical tools provided relevant and meaningful results throughout the research. Objective no. 1-2 used the descriptive analytical scheme and mean to determine the prevalent leadership style of school heads and teachers' performance. Objective no. 3 used the relational analytical scheme and the mean rank, Kruskal Wallis H, and Mann Whitney U test to determine the significant difference in the prevalent school head's leadership styles. Lastly, objective no. 4 used the Spearman Rho to determine the significant relationship between the prevalent school head's leadership styles and the teachers' performance.

Ethical Considerations

To guarantee the research study's ethical soundness, the researcher sent a letter seeking approval from the school division Superintendent to conduct the instruments. Since the study was conducted online, the approved letter for conduct was attached to the front page of the research questionnaire as proof demonstrating that the researcher has obtained approval for conduct. All gathered information on the respondents was kept, and they will not precisely disclose their basic information to the public as stipulated under the existing Data Privacy Act. In answering the research questionnaire, the respondents can withdraw and/or avoid the negative questions they found unethical on their part.

Results and Discussion

The result of the data collected, treated, tabulated, analyzed, and interpreted following the study's specific objectives. It displays the study's results by applying statistical tools and treating descriptive and inferential data.

Table 1

School Heads' Authoritarian Leadership Style

Area	Mean	Interpretation
A. Authoritarian		
1. I always retain the final decision-making authority within my department or team.	4.14	High Level
2. I do not consider suggestions made by my teachers/ employees, as I do not have the time for them.	2.10	Low Level
3. I tell my teachers/ employees what has to be done and how to do it.	4.08	High Level
4. When someone makes a mistake, I tell them not to ever do that again and make a note of it.	3.94	High Level
5. New hires are only allowed to make decisions if it is approved by me first.	2.85	Moderate Level
6. When something goes wrong, I tell my teachers/ employees that a procedure is not working correctly, and I establish a new one.	3.90	High Level
7. I closely monitor my teachers/ employees to ensure they are performing correctly.	4.49	High Level
8. I like the power that my leadership position holds over subordinates.	3.25	Moderate Level
9. Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	2.75	Moderate Level
10. Teachers/ employees seek mainly security.	4.08	High Level
Overall Mean	3.56	High Level

Table 1 summarizes the result of the analysis of the authoritarian leadership style of the school heads, obtaining an overall mean of 3.56, interpreted as a high level. This suggests that the authoritarian leadership style regularly watches teachers and other staff members to ensure they are fulfilling the tasks and obligations assigned to them.

Table 2

School Heads' Participative Leadership Style

Area	Mean	Interpretation
B. Participative		
1. I always try to include one or more teachers/ employees in determining what to do and how to do it. However, I maintain the final decision-making authority.	4.35	High Level

2. I ask for teacher/ employee ideas and input on upcoming plans and projects.	4.39	High Level
3. When things go wrong, and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	4.26	High Level
4. I want to create an environment where the teachers/ employees take ownership of the project. I allow them to participate in the decision-making process.	4.40	High Level
5. I ask teachers/ employees for their vision of where they see their jobs going and then use their vision where appropriate.	4.07	High Level
6. I allow my teachers/ employees to set priorities with my guidance.	4.19	High Level
7. When there are differences in role expectations, I work with them to resolve the differences.	4.39	High Level
8. I like to use my leadership power to help subordinates grow.	4.37	High Level
9. Teachers/ employees will exercise self-direction if they are committed to the objectives.	4.23	High Level
10. Teachers/ employees know how to use creativity and ingenuity to solve organizational problems.	4.23	High Level
Overall Mean	4.29	High Level

Table 2 generalizes the outcome of the analysis on the participative leadership style of the school heads, obtaining an overall mean of 4.29, which is interpreted as a high level. This demonstrates that school heads who practice participative leadership style strive to foster a climate where the teachers accept responsibility for the project and can influence decisions.

Table 3

School Heads' Delegative Leadership Style

Area	Mean	Interpretation
C. Delegative		
1. My teachers/ employees and I always vote whenever a major decision has to be made.	4.17	High Level
2. For a major decision to pass in my school /department, it must have the approval of each individual or the majority.	4.15	High Level
3. To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My teachers/ employees are then expected to act upon the information.	3.75	High Level
4. I allow my teachers/ employees to determine what needs to be done and how to do it.	4.29	High Level
5. My teachers/ employees know more about their jobs than me, so I allow them to carry out the decisions to do their jobs.	3.51	High Level

6. I delegate tasks in order to implement a new procedure or process.	4.36	High Level
7. Each individual is responsible for defining his or her job.	4.19	High Level
8. I like to share my leadership power with my subordinates.	4.31	High Level
9. Teachers/ employees have the right to determine their own organizational objectives.	3.93	High Level
10. My teachers/ employees can lead themselves just as well as I can.	4.25	High Level
Overall Mean	4.09	High Level

Table 3 encapsulates the result of the study on the school heads' delegative leadership style with an overall mean of 4.09, interpreted as a high level. This implies that school heads in the delegative style assign the duties to the teachers to practice a new technique or process. They can make suggestions for the enhancement of the organizations.

Table 4

Teachers' Performance for the Academic Year 2021 – 2022

Table	Variable	Mean	Interpretation
4 shows the Individual Performance Commitment and Review Form rating	IPCRF Rating of Teachers	4.2655	Very satisfactory

of teachers has the overall mean of 4.2655 for the period covered, interpreted as very satisfactory. This denotes that teachers perform well in their duties and responsibilities. All goals, objectives, and targets were met over the specified standards.

Table 5

Relationship between the School Heads' Leadership Styles and the Teachers' Performance

Variable	Rho	p-value	Sig. level	Interpretation
Leadership Styles Teachers Performance	-0.347	0.001	0.05	Significant

Table 5 shows the relationship between the prevalent school heads' leadership styles and the teachers' performance. The leadership style and teachers' performance have a significant relationship with a p-value of 0.001. This implies that the leadership styles of the school heads have a significant impact on teacher performance. This means that the leadership of the school

head is excellent, and there is a high probability that the performance of the teachers is also excellent.

Conclusion

This paper found the participative leadership style to be the preferred leadership style by school heads. This result suggests a commitment to collaboration, empowerment, innovation, and fostering strong relationships within the school community. Moreover, since teachers' performance has been reported as very satisfactory, it suggests that they are making significant contributions to student learning, are committed to their professional growth, and are supported within their school community. Furthermore, a significant relationship was found between school heads' leadership styles and the level of teachers' performance. The result of this study calls for the importance of providing and strengthening training and seminar workshops for school heads. By expanding their leadership style through professional development opportunities, school heads become better prepared to manage their respective schools and leverage their full potential effectively. Investing in their ongoing growth and development empowers school heads to create positive changes, cultivate a conducive learning environment, and drive school-wide improvement, ultimately benefiting students, teachers, and the entire educational community.

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