

Perception of Teachers on the Leadership Style of Public Secondary School Heads in Sta. Cruz, Zambales

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Abstract: *This study was undertaken primarily to find out the significant relationship between the leadership style as perceived by the teachers and the leadership style exercised by the public secondary school heads of Sta. Cruz, Zambales. The school head - respondents were male, 49.11 years old, married, Principal II with Masteral units, had served for 25.25 years and Catholic. The teacher - respondents were female, 35 years old, married, Teacher I with Masteral units, had served for 9.22 years and Catholic. The teacher - respondents perceived that democratic style was the usual style of leadership that was said to be used very often (VO) as well as the school heads' response that this style was always (A) been exercising. There was a significant relationship on the perception of teachers on the leadership style of the public secondary school heads in Sta. Cruz, Zambales. The implication of the study was the best style of leadership will depend upon the situation. Therefore, with this kind of situation, without effective leadership style, it is difficult for school heads to function effectively. The researcher recommended that DepEd should provide more principal items for the school heads to be inspired, and to be more efficient, competent and effective school leaders; continues Faculty Development Program where teachers need to continuously upgrade their teaching competencies especially those who have not yet earned any single unit in the program by attending summer or Saturday classes, reading professional magazines and attending seminars, workshops and/or conference; conduct In - Service Trainings where school heads and teachers will meet up and discuss or evaluate whether the kind of leadership utilized in the previous semester is effective or not, school heads should also develop camaraderie to gain or obtain a positive relationship on any kind of leadership they will put into practice; school heads should maintain harmonious relationship and adapt multi - cultural differences of the teachers; another study shall be conducted on the extent of the leadership styles of the school heads related to the respondents identified.*

Keywords: Leadership training, perception, democratic style, Catholic, school leaders

1. Background of the Study

Leadership is essential to business and to life. There has been a lot of work done and books written about leadership, yet it is still much underestimated. Most companies spend more time and money training leadership. The most successful organizations, whether they are a business, government, community or military, are successful because of great leaders. Of all the skills needed in groups, leadership is the most important. Without a leader, how will the group, an organization or an institution be? How will it work?

Organizations need leadership for more than just making the best. There is a need for leadership to remain vibrant, living and relevant institutions that serve the needs of their stakeholder. Leaders need to energize staff and uplift their significance. Popular conceptions of the leadership represent a unidirectional relationship between one leader and many followers. Leaders not only direct followers to do specific things; they have the power to enforce their wishes whether the source of that power is extraordinary ability, coercive, authoritarian force, charisma, moral virtue or organizational legitimacy. Leaders are in a position to dictate the actions of their followers unilaterally. But according to Gary Wills, "the leader is one who mobilizes others toward a goal shared by leaders and followers... leaders, followers and goals make up the three equally necessary supports to leadership."

In the modern psychological and sociological studies, on the other hand, there has been more emphasis on the interrelations of persons and conditions. There are four basic elements of leadership are sometimes defined as demanding attention in any study - the leader with his abilities,

personality and authority; the followers with their abilities, personalities and authorities; the situation with its special attributes; and the objective or task with which the group is concerned. In short, it is held that persons who are leaders in one set of circumstances may not be leaders in another.

Schools are one of the institutions truly need a leader to achieve the goals and objectives of education. Schools need a head who will manage all the personnel, physical and fiscal resources of the school; who will set the vision, mission, goal and objectives of the school; who will develop the school education program and school improvement plan; who will implement the school curriculum and being accountable for higher learning outcomes. School leaders are so called school heads, the educational leaders. R.A. 9155 envisions the School Head as both an instructional leader and an administrative manager. Lunenburg & Ornstein stated that, school heads that are regarded as effective by both staff and school board members focus on both organizational goals and staff members' needs.

Davis states that two important elements of effective school leadership - establishing a school vision and fostering positive interpersonal relationships. He also acknowledges that developing a school vision takes time and the school heads should have the ability to determine the status of the school, identify important aspects of improvement and have a contingency plan to solve problems. In addition to this, they should be knowledgeable about theory and especially those focusing on organizational behavior and leadership.

According to Cruz, effective school heads should communicate with parents, teachers and students and be team builders by building coalitions between these

stakeholders. Furthermore, effective school heads are well aware that there is a turbulent environment and they should address the needs of the outside groups that are too numerous. They should also encourage a risk taking environment by urging their employees to assume responsibility for a task. Besides, effective school heads should possess certain skills in conflict management, active listening, problem solving and consensus building. They should consult teachers and parents in case of conflict. Moreover, they should adopt norms and attitudes that are in harmony with the school's culture. Most importantly they should establish credibility and prove that they are people of integrity.

According to John Gardner, "Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers." If we accept that definition, then leadership style is the way in which that process is carried out. There is "consideration" which involves sustaining a friendly relationship between the leader and the group, building mutual trust, respect and teamwork. For school administrators, leadership styles are essential.

Leaders' styles encompass how they relate to others within and outside the organization, how they view themselves and their position, whether or not they are successful as leaders. If a task needs to be accomplished, how does a particular leader set out to get it done? If an emergency arises, how does a leader handle it? If the organization needs the support of the community, how does a leader go about mobilizing it? All of these depend on leadership style.

A review of literature has revealed that a small number of studies have compared the leadership styles of school administrators changing in scope and focus. Therefore, leadership styles of public secondary school heads had been investigated as perceived by the teachers.

2. Research Methodology

This chapter discussed the methodology used in the study. It includes the research design, locale of the study, respondents, the instruments used, validation of instrument, procedures in collection of data and the treatment of data gathered.

In order to determine the leadership style of public secondary school heads as perceived by their teachers, this study was used a descriptive method of research. Aquino stated that descriptive method of research is the best way to interpret and report the present status of a social institution, group or area. This kind of research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question.

Since the total public secondary school heads in Sta. Cruz is nine (9), they are included as school head - respondents.

There are 160 public secondary school teachers included as the teacher - respondents. Data collected were analyzed with simple statistical tools as the frequency count, mean, percentage, and Analysis of Variance (ANOVA).

This style allows quick decision - making, and eliminates arguments over how and why things get done.

Democratic Style. This style draws on people's knowledge and skills, and creates a group commitment to the resulting goals. It works best when the direction of the organization should take is unclear, and the leader needs to tap the collective wisdom of the group.

Free - Rein. The style is largely a "hands off" view that tends to minimize the amount of direction and face time required.

The preliminary drafts of the questionnaire were presented to the researcher's adviser for the suggestions, refinement and enhancement of the instrument.

The improved draft was pre - tested to the school administrator and teachers of St. Michael Integrated School, one of the private schools in the catchment area, to determine any corrections or revisions in the questionnaires.

The researcher sought permission from the Schools Division Superintendent, District Supervisor and to the school administrators. Upon approval, the researcher personally distributes the questionnaires to the respondents to ensure 100 percent return of the instrument.

After the data were carefully classified, tallied and tabulated accordingly; mean, percentage and Pearson's Product Moment Correlation as the statistical measures were applied.

1. Percentage - this is to determine the frequency counts and percentage distribution of personal related variable of the respondents using the formula shown below:

$$P = \frac{F}{N} \times 100$$

Where: P = percentage
N = total number of respondents
F = frequency
100 = constant multiplier

2. Weighted Mean - this is to ascertain perception of the respondents with regards to the leadership style of the school heads.

$$X = \frac{\sum fx}{N}$$

Where: X = weighted mean
f = frequency of each score
x = weight of each score
N = total number of respondents

3. The Pearson product-moment correlation coefficient (sometimes referred to as the PPMCC or PCC or Pearson's r) is a measure of the linear correlation (dependence) between

two variables X and Y, giving a value between +1 and -1 inclusive, where 1 is total positive correlation, 0 is no correlation, and -1 is total negative correlation. It is widely used in the sciences as a measure of the degree of linear dependence between two variables. It was developed by Karl Pearson from a related idea introduced by Francis Galton in the 1880s.

Where,

r = degree of relationship between x and y
 x = Values in first set of data
 y = Values in second set of data
 n = Total number of values.

Interpretation of Correlation Value

The Political Science Department at Quinnipiac University posted this useful list of the meaning of Pearson's Correlation coefficients. They note that these are "crude estimate Range Value

Interpretation

+ .70 or higher	-	Very strong positive relationship
+ .40 to + .69	-	Strong positive relationship
+ .30 to + .39	-	Moderate positive relationship
+ .20 to + .29	-	weak positive relationship
+ .01 to + .19	-	No or negligible relationship
ssss0	-	No relationship
- .01 to - .19	-	No or negligible relationship
- .20 to - .29	-	weak negative relationship
- .30 to - .39	-	Moderate negative relationship
- .40 to - .69	-	Strong negative relationship
- .70 or lower	-	Very strong negative relationship

relationships" for interpreting strengths of correlations using Pearson's Correlation.

3. Results and Discussion

1. A. Profile of School Head – Respondent

Age. The ages of the respondents ranges from 36 - 55 years old with a mean of 49.11 years.

Sex. Female school heads (44.44 percent) were dominated by male school heads (55.56 percent).

Civil Status. Majority of the respondents were married with 8 (88.89 percent).

Highest Educational Attainment. Out of 9 respondents, 4 (44.44 percent) had finished baccalaureate degrees with MA units.

Position. Most of the school head - respondents were Principal II with 5 (55.56 percent).

Length of Service. The mean length of service is 25.25 years.

Religious Affiliation. Majority of the respondents were catholic with 8 (88.89 percent).

B. Profile of Teacher - Respondents

Age. The typical teacher - respondent has a mean age of 35 with age ranges from 21 - 65 years old.

Sex. Out of 160 respondents, female (67.50 percent) outshined the number of male (32.50 percent).

Civil Status. Majority of the respondents were married with 104 (65.00 percent).

Highest Educational Attainment. Out of 160 respondents, 85 (53.13 percent) had finished baccalaureate degrees with MA units.

Position. Most of the teacher - respondents were Teacher I with 114 (71.25 percent).

Length of Service. The mean length of service is 9.22 which mean they have to stay longer in the service to prove that they were worth living for.

Religious Affiliation. Majority of the respondents were catholic with 138 (86.25 percent).

2. Leadership Style of Secondary School Heads of Sta. Cruz as Perceived by the Teachers

Through the computed weighted mean, democratic style was the usual style of leadership that was said to be used very often by the teachers as well as the school head's response that this style was always been exercising. Therefore, democratic style was the leadership style exercised by the public secondary school heads in Sta. Cruz.

3. Relationship between the leadership style as perceived by the teachers and the leadership style of the public secondary school heads of Sta. Cruz, Zambales

Significant relationship between the leadership style as perceived by the teachers and the leadership style of the public secondary school heads was found as evidenced by the overall computed Pearson r value 0.95 which gave a very high positive correlation.

4. Implication of the Study

Through Ohio and Michigan studies, the conclusion of their research was, there is no "one best" leadership style in all places and in all circumstances and at all times. However, research does not consistently support any of one leadership style. It points to the need for a situation approach to leadership. That is, the best style of leadership will depend upon the situation. Therefore, with this kind of situation, without effective leadership style, it is difficult for school heads to function effectively.

4. Conclusions and Recommendations

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

1. The school head - respondents of public secondary schools of Sta. Cruz during the Academic Year 2014 - 2015 was dominated by males. Their mean age is 49.11 and the mean length of service is 25.25 years. Most of them were married and earned masteral units. They were dominated by Principal II position. It has been concluded that school heads have the powerful authority to lead, guide, command, and influence people under their administration.

On the other hand, the predominance of female teacher - respondents were observed. The mean age of the group is 35 years old with the mean length of service of 9.22. Most of them were Teacher I position and took up masteral units. Majority of them were Catholic and married. In this case, teachers' profile was considered to be productive and ideal in terms of job performance. As challenges start or arise, their sense of responsibility, commitment and maturity will be developed.

2. The respondents perceived that the usual style of leadership of the public secondary school heads in Sta. Cruz was democratic style. Teacher -respondents perceived to be very often and the school head's response to this style was always been exercising. On the contrary, its relationship based on the computed r value is said to be weak negative relationship, even they perceived that this is the usual style that is practicing and exercising in their respective school, gap and bridge between school heads and their teachers were observed.

3. There was a significant relationship between the leadership style as perceived by the teachers and the leadership style of the public secondary school heads. Therefore, there is a harmonious relationship within the school, community and institution as a whole.

4. The best style of leadership will depend upon the situation. Therefore, with this kind of situation, without effective leadership style, it is difficult for school heads to function effectively.

In the light of the findings and conclusions derived from the investigation, the following recommendations were offered:

1. Majority of the school head - respondents (5 out of 9) is Principal II position, four of them are still not in Principal Item position, DepEd should provide more principal items for them to be inspired, and to be more efficient, competent and effective school leaders. On the other hand, since most of the teachers are new teachers, although the teacher - respondents of this study are educationally qualified, continues Faculty Development Program is recommended. Still they need to continuously upgrade their teaching competencies especially those who have not yet earned any single unit in the program. They can do it by attending summer or Saturday classes, reading professional magazines and attending seminars, workshops and/or conference.

2. Conduct In - Service Trainings where school heads and teachers will meet up and discuss or evaluate whether the kind of leadership utilized in the previous semester is effective or not. School heads should also develop

camaraderie to gain or obtain a positive relationship on any kind of leadership they will put into practice.

3. School heads should maintain harmonious relationship and adapt multi - cultural differences of the teachers.

4. Another study shall be conducted on the extent of the leadership styles of the school heads related to the respondents identified. It can be about the effects of this study on the job satisfaction of teachers, academic performance of the students and community involvement.

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