

Short Paper

Leadership Styles of School Heads and Teachers' Performance in Santa Maria District

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Abstract

The study aimed to investigate the leadership styles of school heads along democratic, authoritative, and delegative, and the level of teachers' performance and their relationships. The researcher used descriptive-correlation research designs to describe the data and the significant relationships between the variables. Using a total enumeration, the respondents were the secondary school teachers of Sta. Maria District. The researcher used a 30-item survey questionnaire and documentary analysis to gather data. For statistical treatment, frequency distribution, mean, and Spearman rho were utilized. Based on the findings, the following conclusions were drawn: overall, most of the school heads highly manifested a democratic style of leadership. Furthermore, the respondents have an outstanding level of performance; however, the level of performance of the teachers is not affected by the school heads' leadership styles. Based on the conclusions of the study, the following recommendations are hereby offered: school authorities may provide a program of activities that would capacitate the school heads' understanding of their leadership styles and how these leadership styles may influence the performance of the teachers, the learners, and the school. These activities may help them define their roles in performing their duties and responsibilities. Moreover, teachers may continuously attend seminars or training that will sustain their exceptional attributes, commitment, and dedication to the achievement of quality education. On the other hand, similar studies may be conducted using a bigger locale and adding variables to come up an adequate data as a basis for future research related to this subject.

Keywords – Leadership Style, Democratic, Authoritative, Delegative, Teachers' Performance



INTRODUCTION

Leadership is the ability of an individual or group to lead or influence others, thus it requires composite skills and values to manage people, organize activities, and develop strategies to achieve organizational goals. In a constantly changing world, people need a leader who possesses integrity, builds relationships, and maintain courage and self-respect.

Leaders are also defined based on their leadership styles. Leadership style is an essential approach employed by leaders to influence the people around them. Leadership style is a behavioral pattern employed by leaders by providing direction, developing, and implementing plans, and managing and motivating people. It is assumed that leadership style has a great impact on how the organization operates and how the people work. According to Farooq et al. (2022), the leadership style of many businesses has run into several issues because of its impact on organizational performance, departments, and teams, as well as the work climate and atmosphere. However, leadership style is not solely confined to the parameters of businesses, politics, and organizations in the community. There is a wider spectrum where leadership styles are considered prevalent issues with school leadership and performance.

According to Oco (2022), the leadership styles of school heads play a pivotal role in affecting school performance. The leadership of school heads deals with the administrator's way of supervising his/her subordinates. A good school head promotes good relationships with the teachers working with him/her. Teachers' awareness of their school heads' positive doing on duties and responsibilities inspires them to do it to their work as well. While a school head who lacks passion and commitment and advocates for promoting chaos, confusion, and factions among his subordinates loses the teachers' trust and confidence.

School heads, as stewards of schools, play a crucial role in achieving quality education and in promoting a conducive, safe, and healthy learning environment. The quality of their leadership can help develop quality teachers and "holistic learners who are steeped in values, equipped with 21st-century learners and able to propel the country to development and progress" (DepEd Order 42, s. 2007). They are recognized as leaders who are responsible and accountable for the overall management of schools. Their mandate includes the promotion of the educational development of learners as well as the personal growth of teachers. Moreover, as mentioned by Aquino et al. (2021), school heads are agents of change who contribute a major impression on the educational milieu through their information-sharing methods, creating supportive social connections, participating in mentoring programs, and fostering progress.

School heads' leadership styles may contribute to the performance of teachers as they deliver their duties and responsibilities. According to the study of Sarwar et al. (2022), effective leadership is necessary for the advancement of teachers as well as society. In the

technological advancement of the 21st century, there are many challenges to compete including worldwide teachers' networks which demand a great educational leader for educational institutions. Aquino et al. (2021) further cited that the quality of instruction and teacher competence can be directly or indirectly influenced by the leadership style of their school leaders.

The challenges of today's time require leaders who can bring all resources together, maintain equal opportunities, and above all motivate teachers to perform their duties and responsibilities. Institutions like schools are faced with challenges that necessitate the need for leaders who can lead in chaos. The coronas virus pandemic, for instance, put everything in order into a chaotic milieu such as changing the landscape of education. The emergence of situations like this requires school leaders to achieve an understanding of the different leadership styles and how these styles can help them become more effective school leaders. The institution's success or failure reflects how they manage the organization and how its leadership styles affect the performance of the school, teachers, and learners.

On the premise of these claims and results, the researcher aims to investigate the extent of the leadership styles of the school heads along with democratic, authoritative, and delegative leadership styles. Furthermore, the researcher intends to determine the level of performance of teachers and the significant relationship between the leadership styles of the school heads and the teachers' performance. The results of this study may provide data that will help school authorities craft programs or activities that may help school heads achieve an in-depth understanding of their leadership styles and how these leadership styles are related to the performance of the teachers. In addition, this study may also pave way for more opportunities for teachers to improve their teaching pedagogies and deliver academic excellence as they perform their roles as learning facilitators. Furthermore, the results may also serve as a basis for conducting relevant studies that may contribute to a wider understanding of the results presented.

Statement of the Problem

The present study determined the extent of the leadership styles of the school heads as perceived by the teachers and the level of performance of the public secondary heads of the Division of Ilocos.

Specifically, the study aimed to answer the following research questions:

1. What is the extent of the leadership styles of school heads along with democratic, authoritative, and delegative?
2. What is the level of the teacher's performance based on their individual performance commitment rating form?
3. What is the significant relationship between the leadership styles of school heads and the performance of teachers?

LITERATURE REVIEW

To provide rich insights, the following studies are believed to be related and relevant to the present study.

Leadership Styles

According to an article written by the CFT Team in 2022, leadership styles refer to the behavioral approach employed by leaders to influence, motivate, and direct their followers. A leadership style determines how leaders implement plans and strategies to accomplish given objectives while accounting for stakeholder expectations and the well-being and soundness of their team.

Democratic leadership, also known as participative leadership or shared leadership, is a leadership style in which members of the group participate in the decision-making process. This type of leadership can apply to any organization, from private businesses to schools to the government.

With a democratic leadership style, everyone is allowed to participate, ideas are exchanged freely, and discussion is encouraged. While this process tends to focus on group equality and the free flow of ideas, the democratic leader is still there to offer guidance and control.

The democratic leader is also charged with deciding who is in the group and who gets to contribute to the decisions being made. Research has found that the democratic leadership style is one of the most effective types and leads to higher productivity, better contributions from group members, and increased group morale (Cherry, 2022a).

In a study conducted by Ch et al. (2017) on Principals' Leadership Styles and Teachers' Job Satisfaction, most principals use a democratic leadership style by taking suggestions from teachers, cooperating, and supporting them in any matter which conforms to the results of the study of Oco (2022). Moreover, Necisito (2021) shared the same result stating further that the respondents strongly agree that school administrators ask team members for their vision of where they see their work going and then use their vision appropriately.

However, the studies of Perez and Lumaad (2021) negate the result revealing that the most frequently used leadership style is delegative where school heads entrust resources and give freedom to teachers in maximizing the use of these resources. Moreover, the same result is reflected in the work of Mendez (2020). The finding implies that the delegate leadership style is the most observed leadership style employed in the school. School heads value the participation of the teachers in all the affairs concerning teaching and learning. According to Cherry (2022b), laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group

members to make decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members.

Parveen et al. (2022), on the other hand, stipulated that most of the school leaders practiced the autocratic leadership style. Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. Like other leadership styles, the autocratic style has both some benefits and some weaknesses. While those who rely on this approach too heavily are often seen as bossy or dictator-like, this level of control can have benefits and be useful in certain situations (Cherry, 2023).

Teaching Performance

Teachers' performance is useful in making teaching methods more effective and successful which helps the learner to improve their learning abilities, enhance their knowledge and polish their skills.

The study by Aquino et al. (2021) revealed the level of performance of teachers based on the results of their IPCR. Their findings indicate that teachers displayed a very satisfactory performance which is similar to the study conducted by Rodriguez and Cudiamat (2021) and Paler (2022). Camahalan and Naparan (2022) also agree to stipulate that teachers exemplify performance exceeding expectations. They further added that teachers should always maintain good performance through the continuous development of skills, knowledge, and motivation. New challenges arise for the teachers in this new normal, but everything will go smoothly with passion.

Ariani and Desi (2018) cited that improving and maintaining qualified teachers is very important to provide quality education in schools, especially in primary schools. The quality of teachers is seen from teacher performance that is influenced by compensation, work environment, and work motivation. Teachers' performance can produce quality students, making it easy to pursue a quality secondary school. Effective and efficient teaching and learning processes can produce high-achieving students. Therefore, it is important to consider all the factors that affect the performance of teachers.

Significant Relationship between Leadership Styles and Teachers' Performance

The study by Sithy Safeena & Thowfeek Ahamed (2020) revealed that the democratic leadership style has a significant connection with teachers' performance which is parallel to the result of the study of Sarwar et al. (2022) exhibiting that teachers' performance improves when they are involved in decision making, courteously communicating with them, and properly delegated with responsibilities.

Agustin et al. (2022), pointed out that the democratic leadership style gives broad authority to subordinates. Leaders who use a democratic leadership style delegate duties and responsibilities well to their subordinates and all members are invited to participate in discussions or propose their opinions on strategies directed toward the common goal. Therefore, the principal's democratic leadership style can influence and improve teacher performance.

However, Parveen et al. (2022), cited that autocratic leadership constituted the largely exercised style, significantly exerting a strong and positive impact on teacher job performance, while the impact of laissez-faire or delegative leadership style was either problematic or unhelpful.

METHODOLOGY

Research Design

This study used a descriptive-correlational research design. A descriptive research design is used to describe the characteristics of the population or phenomenon being studied. More specifically, it also described the leadership styles of the school leaders as perceived by the teachers and the performance of the teachers based on their performance commitment rating form.

On the other hand, a correlational research design was also employed to investigate the significant relationship between the leadership styles of the school heads and the performance of teachers.

Population and Locale of the Study

The respondents were selected through purposive sampling techniques, particularly total enumeration. They were composed of 118 secondary teachers in Sta. Maria District, Sta. Maria, Ilocos Sur.

Research Instrument

The researcher used a 30-item self-made survey questionnaire (Appendix A). Specifically, it is composed of statements describing the leadership styles of school heads along with democratic, authoritative, and delegative. The self-made survey questionnaire was validated by experts and also went through reliability testing. The items were answered using a 5-Likert scale. The researcher also used documentary analysis to gather data on the level of performance of the teachers.

Data Gathering Procedure

The researchers sought permission from the authorities. Upon approval, they floated the questionnaire, retrieved, consolidated, tallied, and submitted it for statistical treatment. However, before the actual data gathering, the research instrument was subjected to validation by experts. The researcher also conducted pilot testing. Using Cronbach's Alpha, the result yielded .87 acceptability.

Statistical Treatment of Data

To treat and analyze the data gathered, the following statistical tools were used:

Frequency and percentage were used to describe the level of performance of the teachers. Mean was utilized to describe the school heads' leadership styles and the teachers' performance. To describe the extent of the leadership styles of the school heads, the following norms were considered (Table 1):

Table 1. Extent of Leadership Styles

Scale	Statistical Limit	Descriptive Rating	Overall Rating
5	4.21-5.00	Almost Always	Highly Manifested
4	3.41- 4.20	Frequently	Manifested
3	2.61- 3.40	Occasionally	Occasionally Manifested
2	1.81-2.60	Seldom	Seldom Manifested
1	1.00-1.80	Almost Seldom	Not Manifested

To describe the level of leadership styles of teachers, the following norms were used (Table 2):

Table 2. Level of Leadership Styles

Leadership Styles	Mean	Overall Rating
Democratic	4.56	Highly Manifested
Authoritative	4.09	Manifested
Delegative	4.21	Highly Manifested
Grand Mean	4.29	Highly Manifested

Spearman rho was utilized to correlate categorical data such as the extent of school heads' leadership styles and the teachers' level of performance.

RESULTS

This section presents the study's significant findings with interpretation, analysis, and validations from other related studies.

Table 3. The Extent of Leadership Styles of School Heads as Perceived by the Teachers

Numerical Rating	Adjectival Rating
4.5 - 5.00	Outstanding
3.5 - 4.49	Very Satisfactory
2.5 - 3.49	Satisfactory
1.5-2.49	Unsatisfactory
Below - 1.49	Poor

As shown in Table 3, among the leadership styles, democratic got the highest mean score of 4.56 described as highly manifested while authoritative obtained the lowest mean score of 4.21 deduced as manifested.

Table 4. Level of Performance of Teachers based on the Individual Performance IPCR Form

Adjectival Rating	Frequency	Percentage
Outstanding	84	71.19 %
Very Satisfactory	32	27.11%
Satisfactory	2	1.69%
Total	118	100%

Based on Table 4, most of the respondents earned an outstanding level of performance with 71.19% or 84 of the total population while 27.11% or 32 gained a very satisfactory rating. Only 1.69% or 2 obtained a satisfactory level of performance.

Table 5. Significant Relationship between the leadership styles and the performance of teachers

Leadership Styles	Rho	p-value	Interpretation
Democratic	0.029	0.755	insignificant
Authoritative	.021	0.821	insignificant
Delegative	-.161	0.082	Insignificant

As indicated in Table 5, among the leadership styles none is significantly correlated to the performance of the teachers.

DISCUSSION

Table 1 displays that most of the respondents perceived that their school heads highly manifested a democratic style of leadership. Most of the school heads allow their employees to handle their problems with their supervision and welcome and value their input. According to Sharan (2022), democratic leadership is important because it allows every employee to voice their opinions and promotes team effort and collaboration. It is a leadership style that enhances creativity and innovation because every member gets the chance to ideate and suggest.

The results conform with the studies conducted by Ch et al. (2017), Necisito (2021), and Oco (2022). The researchers agreed that most school heads demonstrated a democratic leadership style in performing their duties and responsibilities. On the other hand, Perez and Lumaad (2021) posited that the delegating leadership style is highly manifested among school heads while Parveen et al. (2022) claimed the autocratic leadership style.

Table 2 indicates that many of the teachers display an extraordinary level of achievement and commitment in performing their duties and responsibilities. They have demonstrated exceptional mastery in the different areas and contributed to the success of the organization. On the other hand, the study of Aquino et al. (2021) postulated that the teachers displayed a very satisfactory performance which is also similar to the study conducted by Rodriguez and Cudiamat (2021).

Table 3 suggests that the leadership styles of school leaders do not necessarily affect how teachers perform their roles in schools. The teachers exhibit commitment and dedication in their work whatever leadership style is employed by the school heads. This manifests the flexibility and adaptability of teachers in the implementation of varied leadership styles. However, previous studies showed that leadership styles have a relationship with teachers' performance which may be attributed to school leaders' old ways of managing school operations.

However, the study by Sithy Safeena& Thowfeek Ahamed (2020) showed that the democratic leadership style has a significant connection with teachers' performance which is parallel to the result of the study of Sarwar et al. (2022) exhibiting that teachers' performance improves when they are involved in decision making, courteously communicating with them, and properly delegated with responsibilities. Their participation in decision-making, solving problems, planning, and implementation of programs is highly encouraged and recognized.

On one hand, Parveen et al. (2022), cited that autocratic leadership is the most exercised style, exerting a strong and positive impact on teacher job performance, while the impact of a laissez-faire leadership style or delegative style was either problematic or unhelpful if the school lacks competent teachers.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the following conclusions were drawn: overall, most of the school heads highly manifested a democratic style of leadership. Furthermore, the respondents have an outstanding level of performance; however, the level of performance of the teachers is not affected by the school heads' leadership styles.

Based on the conclusions of the study, the following recommendations are hereby offered: school authorities may provide a program of activities that would capacitate the school heads' understanding of their leadership styles and how these leadership styles may influence the performance of the teachers, the learners, and the school. These activities may help them define their roles in performing their duties and responsibilities. Moreover, teachers may continuously attend seminars or training that will sustain their exceptional attributes, commitment, and dedication to the achievement of quality education. On the other hand, similar studies may be conducted using a bigger locale and adding variables to come up an adequate data as a basis for future research related to this subject.

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DECLARATIONS

Conflict of Interest

The author declares that there has been no conflict of interest.

Informed Consent

The author declares that the participants have informed consent before the conduct of the study.

Ethics Approval

Respondents were informed of the purpose of the study, personal data were treated with utmost confidentiality, and they voluntarily participated in this research, hence, no ethics approval was secured.

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Author's Biography

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Appendix A SURVEY QUESTIONNAIRE

Part 1. PROFILE OF RESPONDENTS

Directions: Kindly read and answer the questions honestly by writing down the information needed. Your responses will be treated with utmost concern and confidentiality.

Name (Optional): _____

1. Age: _____
2. Sex: _____ Male _____ Female
3. Length of Service as School Head/Supervising Head: _____
4. Position: _____
5. Highest Educational Attainment: _____
6. OPCR rating/IPCRF rating (S.Y. 2021-2022): _____

Part II. LEADERSHIP STYLES Directions: The following statements describe the leadership styles of the school heads. Kindly put a checkmark on the most appropriate box which corresponds to your leadership style.

	5	4	3	2	1
1. I involve the subordinates in the decision-making.					
2. I ask for the ideas of the subordinates for plans and projects.					
3. When problems arise, I involve the subordinates in crafting solutions.					
4. I allow them to initiate a program of activities and hold ownership of the program.					
5. I encourage them to seek personal and professional development.					
6. I let the employees handle their problems with my supervision.					
7. I welcome and value others' input.					
8. I maximize my leadership skills to help them grow.					
9. I facilitate discussions that elicit participation.					
10. I ask for feedback and appreciate the opinion of others.					
1. I directly supervise them.					
2. I decide with little or no participation from the					

subordinates.					
3. I expect them to accomplish their tasks as I have instructed.					
4. I dictate how things should work.					
5. When there are activities, I take full control.					
6. I impose obedience to accomplish the tasks given.					
7. They are closely monitored to ensure that they are performing their duties and responsibilities.					
8. No reward or recognition is given to workers.					
9. I rarely accept ideas from others.					
10. I have control over everything that happens in school.					
	5	4	3	2	1
1. When there are programs, I give full responsibility to the program owner.					
2. I allow them to make their plans and decide what I best for the group.					
3. I recognize the potential of each subordinate and assign them when they can perform best without my supervision.					
4. I trust their plans and suggestions.					
5. I allow them to work on their own without supervision.					
6. I allow them to set their plans.					
7. I let them initiate plans of activities to increase job satisfaction.					
8. I only provide help when needed.					
9. I authorize them to get things done.					
10. I allow them to make decisions on their own.					