

PROBING THE PRINCIPAL'S LEADERSHIP STYLES FROM THE PERSPECTIVE OF THE SUBJECT COORDINATORS AND TEACHERS

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Abstract

A principal's approach of balancing a wide range of tasks in a school is unique to that individual. The manner in which he or she integrates and projects in school determines whether or not he or she is effective to everyone. Some principals choose to leave the teaching profession because of the multiple demands placed on their time by their administrative responsibilities. There are many different types of leadership styles, according to David A. Sousa, including autocratic/bureaucratic, democratic/participative (situational), transient and transformational (transactional), and systematic. It follows an outline of the most well-known theories of leadership style and how they have had an impact on schools and other organizations. The findings of the study would indicate that the principle may employ a variety of leadership styles, depending on the situation and events that occur. It appears that certain leaders have a constant technique that they have utilized throughout their careers, and that this style does not appear to be purely a reflection of their psychological makeup. When it comes to the notion of leadership, the functions and responsibilities held by leaders and senior management are approached in two unique yet immediately distinguishable ways. In the first place, it underlines the significance of the notion that the company's top managers must exercise leadership for change and direction, i.e., that they must determine the direction in which changes and developments will take place inside the organization. In addition, due of their position of power within the organization, senior executives must support changes that are being implemented in other parts of the organization in order to give an initiative the weight of authority that it merits.

Keyword: leadership styles, principal, bureaucratic, democratic, situational, transformational, systematic

Introduction

A role is a person's action or function in an activity, while a leadership style is the method and approach to giving guidance, executing goals, and inspiring others. A principal has his or her unique method of juggling many responsibilities in the school. Whether he or she is effective to everyone relies on how he or she integrates/projects in school. Stated by Packard & Fortenberry (2015) some principals quit teaching because of the numerous demands that their management duties put on their time. Their responsibilities include resource supplier, instructional leader, communicator, and visible presence. Believed by Taylor & Antony (2000) they also involve the production of board reports, political leadership in the local neighborhood, and reacting to a variety of internal and external pressure groups' requests. 3 Successful leaders are self-aware. They are aware of their own capabilities, values, and best practices. Asserted by Anderson (2012), leaders must first learn to govern themselves before they can lead others. According to leadership researchers, the public school environment is so complicated that administrators must recognize that there are no one-size-fits-all solutions for implementing school reform.

As principals face various changes, their expectations can be likened to the art of learning music. As they gain sense of the whole piece, they shift their attention to another. And these things will vary on how they manage to make the school move and be productive as they usually think, Nettles & Millett (2006). And people's expectations on what they can offer are so huge to do. Successful principals get goal consensus by working with the staff to establish a collective vision of what the school might become because there are areas in their responsibilities that they may or may become ignored and thus, affects the school. Principals are the gatekeepers of the school. They have all the power of influencing to help shape roles and provider of leadership, Gardner (2009).

The success of the school and what the school and students and teachers can offer has something to do how the principal develop and adapt his/her skills and be able to integrate it all in the school community that s/he works

Theoretical/Conceptual Framework

It is widely believed that the perceived importance of different leadership styles, as well as the degree of influence of the principal's position, have a substantial impact on the performance of a school community. There are many different types of leadership styles, according to David A. Sousa, including autocratic/bureaucratic, democratic/participative (situational), transient and transformational (transactional), and systematic. It follows an outline of the most well-known theories of leadership style and how they have had an impact on schools and other organizations.

1. Autocratic/Bureaucratic: From the late 1980s to the 1950s, autocratic style was prevalent in the early organizations. This leadership style was dogmatic. The leader used power to give or withhold rewards and punishment.
2. Democratic/Participative: The turbulent 1960s gave rise to demands for democratic and participative leadership that was characterized by consultation with members of the organization on significant actions and decisions.
3. Situational: Situational leadership came to light in the early 1970s and was based on the idea that leadership should shift among members of the organization according to the needs of a particular group at specific point in time.
4. Transactional and Transformational: As organizations grew more complex, transformational leadership gained favor during the 1980s. This approach recognizes that, within an organization, there can be many leaders who share the same goals and who can be empowered to make certain decisions. Transactional leadership develops form the exchange process between leaders and subordinates.
5. Systematic: This leadership style emerged in the late 1980s and 1990s and becomes necessary when it is apparent that piecemeal efforts are not working and the true reform can come only by fundamentally changing an organization's hierarchy and basic systems.

Statement of the Problem

1. What are the leadership styles of the principal as perceived by the subject coordinators and teachers?

3.1 Subject coordinators

- 1.1.1 autocratic/bureaucratic
- 1.1.2 democratic/participative
- 1.1.3 situational
- 1.1.4 transactional and transformational
- 1.1.5 systematic
- 1.2 Teachers
- 1.2.1 autocratic/bureaucratic
- 1.2.2 democratic/participative
- 1.2.3 situational
- 1.2.4 transactional and transformational
- 1.2.5 systematic

Related Literature

School systems are under increasing pressure to retool principals' knowledge and abilities in the face of gale-force changes brought on by shifts in student expectations at the secondary level. Professional development that is cutting-edge cannot be limited to in-service training that is hit-or-miss in nature, Nettles & Millett (2006). Key learning

elements such as motivation, self-confidence in one's ability to learn, audience experience, and learning style are all overlooked when a sole focus is placed on training materials alone. It is necessary to build in time for cooperation and reflection with colleagues into the learning process as a result of this.

Propounded by Baker (2010), style quickly gained recognition as a critical aspect in leadership, in part because it provided an understandable explanation of daily experience, which contributed to its acceptance.

Following Ortiz-Walters' (2005) definition of leadership, the tasks and responsibilities of the leader/senior management treat the concept of leadership in two obviously distinguishable ways. In the first place, it considers it critical to have the idea that senior managers of an organization must exercise leadership for change and direction of the company, that is, they must determine the path in which changes and developments should proceed. Second, senior managers must support changes that have been launched in other parts of the business because of their position of authority in the organization. This will provide the initiative the weight of authority that it deserves.

Power, authority, and influence, on the other hand, are distinct concepts. Power is defined as the ability to compel someone to do what they do not want to do. Power does not necessarily have to be employed in the form of a command, but evidence of its presence necessitates the destruction of another's will. Principals have a restricted amount of authority. They do not, for example, have the authority to force all teachers to do something they do not want to do on a consistent basis. The term "authority" can refer to a variety of things. It is common to refer to a scientific text as having authority. For starters, it establishes the validity of its influence. A role or a position may also confer authority on a person.

When it comes to leadership, a strategy is a determined pattern of behavior meant to attract the cooperation of followers in order to achieve business objectives. A consistent technique tends to be used by certain leaders throughout time, and it does not appear to be solely a reflection of their psychological makeup.

A set of pretty well-defined expectations for the individual who holds a position in any organization within a wider society, according to Lovitts (2008), exists for every job in any organization inside a larger society. The position of school principal is not expected; nonetheless, those who hold it immediately recognize a pattern to which they must conform their behavior. In order to devote sufficient time to his job, the principal, like everyone else, is limited in the amount of hours he can devote to it. On him and his office, there is a growing number of different and varying expectations. He may have difficulty finding time for supervision as a result of these demands on his time. As a result, it may appear that the reasons for his incapacity to devote sufficient time to the most important aspect of his work are inherent in the situation.

Johnson & Huwe (2003), it is unquestionably necessary for the administrator to have objectives; otherwise, there is no way to determine whether success or progress has been made. While administrative personal aims are distantly related to educational objectives for children, they are not entirely unrelated to them either. In order to maintain his position, the administrator's primary priority is to keep it. The second goal is the organization's overall performance in terms of continuity, progress, and the absence of instability, all of which are measured.

Methods and Procedure

Research Method Used

The descriptive survey technique of research will be used in this study. This research will collect quantitative and qualitative data from the respondents' profile in terms of age, gender, civil status, educational background, and duration of service using a descriptive survey.

Respondents of the Study

The study's population frame consist of 17 public elementary schools in Metro Manila. There are 85 subject coordinators and 85 instructors among the respondents.

Sloven's Formula- to determine the sample size of the population.

The formula in getting the Slovin's formula is:

$$n = \frac{N}{1 + Ne^2}$$

Sampling Technique

This research will use the basic random sampling method, in which we will choose a set of individuals (a sample) for investigation from a larger group (a population). Each person is selected at random, and every member of the population has an equal chance of being included in the sample. Every sample of a particular size has the same probability of being chosen. The researcher established the following conditions for this study: respondents must work or teach in the public elementary division.

Instruments to be Used

The researcher utilized observation and a survey questionnaire based on the mentioned roles and leadership styles created by Ann W. Hart and David A. Sousa as the primary data collection methods in this study. The researcher created the questionnaire based on the problem statement. The equipment used to gather the data were discussed.

Part II: Assessment of the principals' responsibilities and leadership styles by subject coordinators and teachers. The questions in this section were designed to evaluate the effectiveness of public elementary principals' responsibilities and leadership styles as the foundation for a planned management improvement program.

Validation of the Instrument

Validation was carried out with the assistance of chosen Education Professors and Administrators at CEU, as well as her advisor.

The comments and recommendations of the aforementioned authorities were taken into account while developing the final form of the questionnaire.

Data Gathering Procedure

In order to get a comprehensive result, the researcher followed the data collection method outlined. An observation and interview were conducted to enhance the researcher's belief in the study's conclusions. The researcher then developed a survey questionnaire based on the findings of the many relevant investigations. The questionnaires were the main method for gathering data for the research. The researcher took the permission letters from the Regional Director of the National Capital Region (NCR) Elementary Division and the selected Schools Division Superintendent in each city prior to distributing the question. Finally, copies of the questionnaire were sent to the chosen respondents for evaluation, after which they were gathered, counted, and evaluated.

Statistical Treatment Used

The data were subjected to statistical treatment to make the interpretation of the study reliable. The data gathered from the accomplished of questionnaires and checklists were submitted and processed at Centro Escolar University for data analysis.

The following statistical formula were used to treat the data.

Percentage. This will be used to describe the population of the study and to describe the respondent's accumulated responses. Percentage (%) describes the relationship of a part to its whole.

$$P = \frac{\text{Number of response (f)}}{\text{Total number of cases (N)}} \times 100$$

where:

- % = computed percentage
- F = Frequency
- N = total number of cases
- 100 = constant

Findings and Discussions

Perceptions of the Subject Coordinators and Teachers as Regards Principals' Leadership Styles

Table 1 reveals that principals have several leadership styles with a percentage of 61.2; democratic/participative style with a percentage of 10.0. However, both systematic and situational styles got the same

percentage of 8.2. Autocratic/bureaucratic styles got a percentage of 7.1; and transactional and transformational style got 9 or 5.3 mean perception.

Based on the results, it can be inferred that principals adopt more than one leadership style.

Perception of the Subject Coordinators and Teachers as Regards to the Principals' Leadership Styles

Leadership Styles	Frequency	Percentage
1. Autocratic/Bureaucratic	12	7.1
2. Democratic/Participative	17	10.0
3. Situational	14	8.2
4. Transactional and transformational	9	5.3
5. Systematic	14	8.2
6. With several leadership styles	104	61.2
Total	170	100.0

These perceptions became a culture to the leadership styles of principals in maneuvering their respective schools. Principals apply different leadership styles in different situations they encounter.

The principal employs a democratic manner to instill the ideals of collaboration, communication, and teamwork among teachers, particularly during school activities that necessitate fast reaction from the faculty. Afterwards, this form of leadership style would be implemented. As attested by Teacher 1, *“My principal always encourages her subordinates, she works with us, she maintains good communication among us, with this kind of leadership, as a subordinate I would never leave her especially during implementations of such activities ”*

According to Dixon-Reeves, another leadership style a principal can deploy is that of professional development for its educators in order to ensure that students/pupils have high-quality learning experiences within the four walls of the classroom (2003). Teachers' skills in coaching and mentoring can be improved by collaboration with school administrators, who go beyond simply improving the schools' grasp on educational quality to help them achieve even greater success. This is a very successful method of assisting teachers in developing high-quality abilities in the teaching-learning process, and the benefits of this will always be passed on to students. This approach is an instructional method that paves the path for any level of success in the teaching environment.

The Teacher 2 was really indebted to his principal when he observed that, *“ My principal keeps the quality teaching among his teachers, she sees to it the innovations and integrations of lessons we impart to our students through checking of our DLL and classroom observations. With this kind*

An authoritative style is really required in leadership approach that a principal should employ in order to get attain the new vision and diversity, to drive subordinates to a particular vision.

Recommendation

1. It is highly recommended that further study may be conducted.
2. That mentoring practices may also be evident administrative responsibility of a principal.

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