LEADERSHIP STYLES OF SCHOOL HEADS AND CLASSROOM PRACTICES OF PUBLIC SECONDARY SCHOOL TEACHERS

John Reb H. Barong[1], Albert G. Musico[2]
[1] *Student, Graduate School, The Rizal Memorial Colleges, Inc.*
[2] *Faculty, Graduate School, The Rizal Memorial Colleges, Inc.*

ABSTRACT

The study determined the extent of leadership styles of school heads and the extent of classroom practices of public secondary school teachers. This study employed a non-experimental quantitative research design utilizing the descriptive-correlation method. Validated questionnaires and a Universal sampling procedure were utilized considering the minimal number of teachers in the research locale. Two hundred fifty (250) public secondary school teachers were the respondents of the study. Using mean, pearson-r, and regression analysis, the findings revealed that the extent of leadership styles of school heads was extensive while the extent of classroom practices of public secondary school teachers was very extensive. Moreover, the overall results revealed that indicators for leadership styles of school heads have a strong positive relationship to the classroom practices of public secondary school teachers. Further, results from the regression analysis revealed the following have a strong influence on leadership styles of school heads on classroom practices of public secondary school teachers: Supportive, Participative, Achievement-Oriented, and Directive. It was recommended that school heads should manage change and develop a mechanism to improve the school's system through creative support of its manpower of teachers, staff, learners, and community. Education can be effective in an environment that is not conducive to teaching and learning. School heads conduct seminars and workshops on Different Leadership Styles to sustain high performance in managing and leading the school.
KEYWORDS: *Leadership style of school heads, classroom practices*

INTRODUCTION

Effective leadership promotes a growth mindset among teachers and learners. It also encourages teachers and learners to view challenges as opportunities for growth and learning. By promoting a growth mindset, school leaders can help teachers and learners develop resilience, which is essential for academic success. Teachers generally expected principals to know about all aspects of their school, while still giving teachers autonomy and freedom to make good decisions in classrooms. Teachers wanted a strong leader who can make clear and consistent decisions, while earnestly considering all opinions involved.

Good school heads have excellent communication skills. They practice active listening and have conversations that develop new ideas, coincide with goals, and make group members feel valued and "heard." Practicing one's communication skills is an excellent way to improve leadership ability. Successful leaders instill the school's shared values, ideals, principles, and beliefs in the members of the school. Creating a school culture is the responsibility of the school leader. Through better representing the organizational culture, the school administrators can strengthen their symbolic leadership practices. Leadership includes working with colleagues as a mentor or coach, working on a school level as a department chair or multi-classroom support, or on a system level supporting building initiatives or broader policy work.

In the global perspectives, the success of a school as an organization largely rests on the leadership style of the school head. As a leader, the school head orchestrates all the personnel involved and all components of the school to achieve the vision, mission, and goals of the institution. Indeed, a well-organized school that runs smoothly daily is an efficient and effective system that benefits the teachers and learners significantly. "The leadership impact is desirable in an organization to aid easy ad maximum success" (Adegbesan, 2019). The foregoing studies

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demonstrate the critical role that school head leadership style plays in the management of the school system. There is however a dearth of studies on how the leadership of school heads affects or influences how teachers execute their practices in the classroom.

In the study of Rajbhandari (2017), leadership is a dominant factor in schools. It emerges from the type of environment of working forces prevailing in the school, whether private or public. Furthermore, leadership styles vary depending on the school's vision, mission, and goals set by the policymaker. In the study of Ukeje (2020) observed that leadership means influencing people to work willingly with zeal towards the achievement of corporate goals. A leader cannot work alone, he must have people to influence, direct, carry along, sensitize, and mobilize toward the achievement of the corporate goal.

The manner which a leader performs these roles and directs the affairs of the organization is referred to as the leadership style. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. According to Nathan (2018) states that providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the abovementioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff.

In the Philippine educational setting, public school heads could be the principal, head teacher, master teacher, or teacher In-charge assigned by the division superintendent. The school head is the highest-ranking administrator in an elementary or high school. School heads typically report directly to the school or supervising the master teachers and the teachers under his/ her jurisdiction. School heads, head teacher, master teachers, and others who are responsible for the overall operation of a school are often called school heads (Boga,2019).

According to Estacio (2019) in an era of shared decision-making and site-based management, the term school heads may also be used in reference to other school administrators and leaders within the school such as assistant principals, head or lead teachers, master teachers and others who participate in school leadership activities. Leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. "Leading and managing are distinct, but both are important. The challenge of modern organizations requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides".

The position school head hold, as the one person in a school who is responsible for and empowered to oversee the entire school, places them in a powerful position to coordinate the entire school operation and move it forward. Furthermore, the result of this study revealed that the most effective school heads particularly principals with emphasis on leadership capacity and ability had a clear vision of how the school could serve its learners; had aligned resources and priorities with the vision; and could engage other key players, within and outside the school, in achieving the goals embedded in the vision that will eventually result in best practices of the school.

In Davao City, school heads need continual training to develop the skills and competencies necessary to adapt to the changing environments within the school to build appropriate culture that encourages teachers and other staff members to move and to grow in the direction needed to effectively deal with the changes and reform currently taking place. The school heads and teachers at the secondary schools in Davao City Division are at the forefront of the implementation of the k-12 curriculum in the area. Thus, the school heads and teachers at these schools must work as one and be a united organization for the benefit of the learners and the community they serve. The dynamic relationship between them deserves to be critically examined in one of its crucial aspects- school heads' leadership and its relation to teachers' classroom practices.

The main purpose of this study was to determine the extent of leadership styles of school heads and classroom practices of public secondary school teachers of Cluster VI, Division of Davao City. Specifically, this study aims to answer the following questions.
    1. What is the extent of leadership styles of school heads of public secondary school in Cluster VI, Division of Davao City in terms of directive; supportive; participative; and achievement-oriented.

2. What is the extent of classroom practices of public secondary school teachers of Cluster VI, Division of Davao City in terms of mastery of the subject matter; teaching skills; classroom management; and education skills?

3. Is there a significant relationship between the leadership styles of school heads and classroom practices of public secondary school teachers of Cluster VI, Division of Davao City?

4. Which factors of leadership styles of school heads influence classroom practices of public secondary school teachers of Cluster VI, Division of Davao City.

METHODOLOGY

RESEARCH DESIGN

This study used the non-experimental quantitative research design utilizing correlational method. According to Doyle (2022), descriptive correlational method is used to determine the relationship between two or more variables and to ascertain their relationship. More to the point, Morden (2021) emphasizes that this method is used since the study provides a description of individuals and aims to explain the nature of the data.

This study is descriptive in nature since its leadership styles of school heads and classroom practices of public secondary school teachers in Cluster VI, Division of Davao City. This is correlational since it determines leadership style of school heads and classroom practices of public secondary school teachers.

PARTICIPANTS AND SAMPLING

This study was conducted in twelve (12) secondary schools of Cluster VI, Division of Davao City. The respondents were composed of 250-selected teachers of Cluster VI, Division of Davao City. They have been in the service for at least five to ten years teaching experiences in the Department of Education (DepEd) and have said something on the leadership style of school heads and classroom practices of public secondary school teachers. Random sampling technique was employed in this study. However, Carmen Integrated School and Valencia Integrated School with 100 percent of respondents were involved. For the rest of the schools, fifty percent were given the questionnaires. The schools are equidistantly located in the whole cluster, which can be reached by means of land transportation facilities. The environment is conducive to educational research.

RESEARCH INSTRUMENT

This study used an adapted questionnaire on school heads transformational leadership behavior which was patterned and adapted by the researcher from Lewin's Leadership Theory (1939) as cited by Garcia (2023). He found that participative leadership, also known as democratic leadership, is typically the most effective leadership style. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members.

This is also supported by Kohn (1946) Classroom Management Theory as cited by Garcia (2023). Kohn believes that if the classroom is run with cooperation in mind, and if the students' curiosity is being nurtured, then students will act appropriately and neither rewards nor punishments will be necessary. Overall, curiosity and cooperation should govern the classroom.

The questionnaire was modified mainly through the researcher's preferences to suit the needs of the study. The adapted questionnaire was validated by the experts from the DepEd-Division of Davao City. Validity of the instrument ensured through expert's opinions and pilot testing. To ensure the reliability of the instrument, a pilot test was conducted through calculating the value of Cronbach's Alpha with the obtained values of 0.794. The questionnaire was divided into two (2) parts, leadership style of school heads and classroom practices of public secondary school teachers of Cluster VI, Division of Davao City.

DATA ANALYSIS

The following statistical tools were used in the analysis and interpretation of the responses in this study:

Mean. It was used to determine the extent of leadership styles of school heads and classroom practices of public secondary school teachers in Cluster VI, Division of Davao City.

Pearson Product Moment Correlation Coefficient (Pearson-r). This statistical tool was used in determining the significant components leadership styles of school heads and classroom practices of public secondary school teachers of Cluster VI, Division of Davao City.

Multiple Linear Regression. This was used to utilize to determine the significant of leadership styles of school heads influence on the classroom practices of public secondary school teachers in Cluster VI, Division of Davao City.

RESULTS AND DISCUSSION

Presented in this chapter were the results of the data gathered. Two sets of research were employed to determine the extent of leadership styles of school heads and classroom practices of public secondary school teachers of Cluster VI, Division of Davao City.

The discussion of the results and interpretations were presented accordingly based on the statement of the problems. Presentation of the interpretation was arranged according to the sub-headings: The extent of leadership styles of school heads in terms of directive, supportive, participative, and achievement-oriented; the extent of classroom practices of public secondary school teachers in terms of mastery of the subject matter, teaching skills, classroom management, and education skills; and which factors of leadership styles of school heads significantly influence the classroom practices of public secondary school teachers of Cluster VI, Division of Davao City.

]Based on the findings of this study, the following conclusions were offered:
The leadership styles of school heads of public secondary schools were extensive. The classroom practices of public secondary school teachers were very extensive. There was a strong positive relationship between leadership style of school heads and classroom practices of public secondary school teachers based on the indicators. Based on the results revealed, the following indicators have a strong influence of leadership style of school heads on the classroom practices of public secondary school teachers: Supportive, Participative, Achievement-Oriented, and Directive.

The following interventions were offered based on the conclusions of the study:
The Department of Education (DepEd) should develop training/seminars and enhancement programs that would develop the management skills of the school heads as they are school and community leaders in the 21st century. School heads conduct seminars and workshops on Different and Management Style to sustain high performance in managing and leading the school. School heads should manage change and develop a mechanism to improve the school's system through creative support of its own manpower of teachers, staff, learners, and community. Education can be effective in an environment which is not conducive for teaching and learning. Future Researchers may use the findings of this as springboard to conduct a study with a similar subject but with a larger scope to explore other dimensions of the study.

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