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DEVELOPMENT PROGRAMS IN TRANSFORMING SCHOOL PRINCIPALS' LEADERSHIP STYLES

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ABSTRACT

This research examined the effect of development programs on changing school principals' leadership styles in public elementary schools within the Division of Rizal for the 2024-2025 school year. It also tested how leadership changes impacted the overall performance of schools. This study used a descriptive quantitative research design using a survey method and a questionnaire. The subjects were 20 principals and 200 educators. The research showed that most principals were 41 years and above, with an equal mix of male and female subjects. Moreover, most principals possessed at least seven years of experience and were either pursuing or had completed doctoral degrees. The study assessed the impact of development programs on leadership behavior including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. All indicators demonstrated a "High Effect" on leadership strategies, with mean values between 3.02 and 3.16, yielding an overall mean of 3.11. This suggests that the development programs had a substantial positive impact on transforming the leadership styles of the school principals. Furthermore, the study found a significant difference between the transformation of leadership styles and the subsequent improvement in school performance. There was also a moderate positive correlation between the effect of development programs on leadership styles and the sex of the principals, indicating gender-based differences in leadership transformation. The principals' age, years of service, or educational level did not exhibit any significant correlation with the change in leadership. The research indicates that professional development programs for school administrators significantly enhance their leadership capabilities, which has a positive effect on the performance of public elementary schools. The study illustrates the critical nature of educational leaders' pursuit of continuous professional development to enhance academic performance.

KEYWORDS: *Leadership, School principals, Development Programs, School Performance, School Environment, Students' Achievement, Teachers' Performance*

I. INTRODUCTION

School leadership is crucial for improving educational institutions' performance. DepEd Order No. 001, series of 2020, commits to professional growth and lifelong learning for teachers and school leaders. Appropriate development programs should address their needs, promote dynamism, innovation, and classroom application, and be transparent and consistent. The skills gained from these programs should be applied through leadership strategies to improve the quality of basic education.

Policymakers are increasingly aware that challenges at the school level should be addressed on-site, but the political push to give schools more responsibility is hindered by a lack of understanding of how to translate new public management approaches into successful leadership practices. Given the strong connection between context and leadership, primary training programs should be informed by a thorough analysis of contextual factors. A more detailed examination of how these factors enable or hinder effective leadership is necessary. School administrators should also be encouraged to evaluate the relevance of these approaches to their specific needs (Brauckmann et al., 2020). While developing leadership capabilities at various stages of school principals' careers is important, the practical implementation of this process has been only moderately successful. To improve school leadership, it is crucial to align theoretical frameworks with actual practices and streamline leadership development strategies to address competing priorities and misunderstandings in resource allocation at the grassroots level (Yen et al., 2021).

School principal programs seek to enhance leadership skills and equip principals to address the evolving demands of contemporary education. The workshops highlight essential leadership strategies for enhancing school culture, teacher efficacy, and student achievement. They assist principals in enhancing competencies such as vision development, collaboration, and adaptability to effectively navigate the intricacies of school leadership. As school principals play a critical role in executing reforms, professional preparation programs are crucial for developing their ability to inspire and motivate teachers (Ahmed, 2021). Additionally, compensation systems should be revised to reflect performance in various areas, including teaching effectiveness and community service (Nurtjahjani et al., 2021). Transformational leadership is essential for enhancing teacher commitment (Gun & Coban, 2021), and effective leadership within the Philippine education system is crucial for achieving educational progression and

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social growth (Uy et al., 2024). School administrators serve as change agents capable of influencing educational environments by communication, mentoring, and fostering development (Aquino et al., 2021).

The present study explored the correlation between adaptive leadership practices and development programs to illustrate the influence of training on principals' ability to lead, improve school performance, and cultivate an exceptional educational environment. Limited research on the influence of development programs on the transformation of leadership styles among public elementary school principals has suggested a correlation between these impacts and the leadership practices employed by the principals across various dimensions.

1.1 Statement of the Problem

1. What is the composite mean of the effect of development programs in transforming the school principals leadership styles as reflected in the leadership strategies employed in public elementary schools in terms of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration?
2. What is the composite mean of the impact of the school principals' leadership styles transformed through the development programs on the school's overall performance in public elementary schools with respect to Access and Equity, Students' Achievement, Teachers' Performance, and School Environment?
3. Is there a significant difference in the effect of development programs in transforming the school principals' leadership styles as reflected in the leadership strategies employed in public elementary schools when grouped according to profile?
4. Is there a significant difference in the effect of development programs in transforming the school principals' leadership styles as reflected in the leadership strategies employed in public elementary schools and the impact of the school principals' leadership styles transformed through the development programs on the school's overall performance with respect to the given variables?
5. Is there a significant relationship between the effect of development programs in transforming the school principals' leadership styles as reflected in the leadership strategies employed in public elementary schools and their demographic profile?

2. REVIEW OF RELATED LITERATURE

Effect of Development Programs in Transforming the School Principals' Leadership Styles

Romero and Krichesky (2019) highlight the critical role of school leadership in improving teaching and learning outcomes in Latin America, particularly in Argentina, where research on the subject is limited and governmental efforts are inconsistent. This article offers valuable insights into the state of school leadership in the country and supports regional analyses to improve and professionalize leadership practices.

Sholeh et al. (2021) found that the principal's leadership significantly influences the course of Islamic primary schools. The quality of the leader is crucial in influencing instructors and students. The principal's idealized influence enhances teacher competence by exhibiting religious charisma, possessing managerial skills, engaging stakeholders in diverse initiatives, and showcasing a visionary leader archetype, aligning with institutional development distinctions.

Casinillo and Suarez (2022) evaluated school leaders in the Hindang District, Leyte Division, Philippines, to improve the educational system. They found that school leaders were highly satisfactory in their personal attributes, traits, and abilities. They were also outstanding in self-management, professionalism, ethics, and teamwork. The study suggests that prioritizing personal assets, characteristics, and abilities over curricular knowledge is crucial for sustained school advancement. Additionally, participating in seminars and training on leadership management and innovative concepts is essential for becoming globally competitive leaders.

Furthermore, research conducted in various countries, such as Cambodia (Sok et al., 2020) who found that the Royal University of Phnom Penh's Faculty of Education created an innovative training program with distinct indicators for principal trainees, starting with the trainees' current competencies and responsibilities as individuals. This program was designed to create an in-service leadership upgrading curriculum for Cambodian school owners. In school-based management training, autonomy and proficiency in program design and implementation, along with the use of adaptive learning concepts, have resulted in beneficial transformations in the learning practices of trainees.

The study by Kilag et al. (2023) found that school leaders' levels of managerial empowerment significantly impact teacher and school efficacy. Empowered leaders exhibit transformational leadership behaviors, enhancing job satisfaction, dedication, and effectiveness. They integrate school objectives with educational goals, leading to a cohesive approach to improvement. A positive school culture is also significantly enhanced through executive empowerment.

Impact of the School Principals' Leadership Styles Transformed Through the Development Programs on the School's Overall Performance

The research conducted by Li and Liu (2022), indicating a substantial and positive correlation between principle transformational leadership and teacher leadership. Both principal transformational leadership and teacher leadership correlate well with teacher self-efficacy; however, only teacher leadership positively correlates with student learning. This study contributes sophisticated international evidence and offers a practical approach to enhancing schools by engaging teacher leaders through transformational leadership from principals.

Tshewang and Yanki (2023) suggest that effective administrators and dedicated staff are crucial for student academic performance and overall educational standards. They found that principals in four schools significantly employed transformational leadership practices, demonstrating elevated

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motivation and intellectual stimulation. The study aims to encourage principals to adopt this leadership style for increased academic staff commitment and institution effectiveness.

The study by Nurabadi et al. (2021) suggests that persistence in achieving goals, exemplified by a principal's commitment to quality leadership, significantly impacts teachers' performance. The research reveals that instructional leadership directly influences teachers' performance, transformational leadership enhances it, and spiritual leadership also impacts it. Additionally, the study suggests an indirect influence of instructional leadership on student achievement through teacher performance.

Research by Morden (2024) found a strong positive correlation between leadership management and educational transformation practices of public elementary school heads. The study identified three leadership styles: Democratic, Instructional, and Transformational. The Department of Education should conduct seminars and workshops on different leadership styles to maintain high performance among school heads and address professional development training opportunities to achieve essential education targets.

II. RESEARCH METHODOLOGY

Research Design

The research utilized a descriptive-quantitative design to examine the impact of development programs on school principals' leadership styles in public elementary schools. This design quantifies the distribution of specific variables, allowing for the examination of phenomena, trends, and relationships. The study also incorporated alternative information sources, such as informant reports and behavioral assessments, and subjective trait ratings. The quantitative method involved collecting and analyzing numerical data to understand concepts, opinions, and experiences. The research aimed to generalize the findings from a broader sample group through the generation of numerical data. The data collected included the effect of development programs on school principals' leadership styles, access and equity, students' achievement, teachers' performance, and school environment.

Population and Sampling

The population and the number of study samples were based on the school principals and teachers in public elementary schools in the Division of Rizal. The study's respondents were chosen as the principals of the public elementary schools based on cluster sampling. At the same time, the teachers were selected using simple random sampling among the teachers under the school principal's leadership.

Respondents of the Study

The study's respondents included the principals of different public elementary schools in the Division of Rizal and the teachers under their leadership. The study's respondents included twenty (20) principals and ten (10) teachers at the specified elementary schools. Thus, twenty (20) principals and two hundred (200) teachers were included in the study's respondents.

Statistical Treatment

The study used statistical treatments to analyze data on school principals' leadership styles and the impact of development programs on their performance in public elementary schools. The demographic profile of principal respondents was identified using frequency and percentage distributions. The weighted mean was used to determine the effect of development programs on idealized influence motivation, intellectual stimulation, and individualized leadership styles. The study also examined the impact of these changes on access and equity, student achievement, teacher performance, and school environment. A paired t-test was used to determine the significant difference in the effect of development programs on principals' leadership styles and the overall performance of the school. Pearson's r was used to determine a significant relationship between these factors.

III. RESULTS AND DISCUSSION

Table 1 Composite Table on the Effect of Development Programs in Transforming the School Principals Leadership Styles as Reflected in the Leadership Strategies Employed in Public Elementary Schools in terms of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration

	Teacher		Principal		Composite	
	Mean	**VI**	**Mean**	**VI**	**Mean**	**VI**
Idealized Influence	3.14	High Effect	3.19	High Effect	3.16	High Effect
Inspirational Motivation	3.10	High Effect	2.94	High Effect	3.02	High Effect
Intellectual Stimulation	3.12	High Effect	3.04	High Effect	3.08	High Effect
Individualized Consideration	3.10	High Effect	3.23	High Effect	3.16	High Effect
Effect of Development Programs in Transforming the School Principals' Leadership Styles	**3.11**	**High Effect**	**3.10**	**High Effect**	**3.11**	**High Effect**

4 (3.50 - 4.00) - Very High Effect 3 (2.50 - 3.49) - High Effect 2 (1.50 - 2.49) - Moderate Effect 1 (1.00 - 1.49) - Low Effect

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The table presents a composite table examining the impact of development programs on school principals' leadership styles in public elementary schools. The data shows that development programs have a high effect on idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, with a mean range of 3.02 to 3.16. Both school principals and teachers agree that development programs have a significant impact on principals' leadership effectiveness. The framework should continue to enhance these four leadership components to ensure school principals are equipped with the tools to lead with vision, inspire motivation, encourage critical thinking, and provide individualized support. This will help develop an environment where staff and students flourish, school performance improves, and community engagement strengthens.

The findings support Tshewang and Yanki (2023) suggest that effective administrators and dedicated staff are crucial for student academic performance and overall educational standards. They found that principals in four schools significantly employed transformational leadership practices, demonstrating elevated motivation and intellectual stimulation. The study aims to encourage principals to adopt this leadership style for increased academic staff commitment and institution effectiveness.

Romero and Krichesky (2019) highlight the critical role of school leadership in improving teaching and learning outcomes in Latin America, particularly in Argentina, where research on the subject is limited and governmental efforts are inconsistent. This article offers valuable insights into the state of school leadership in the country and supports regional analyses to improve and professionalize leadership practices.

Research by Morden (2024) found a strong positive correlation between leadership management and educational transformation practices of public elementary school heads. The study identified three leadership styles: Democratic, Instructional, and Transformational. The Department of Education should conduct seminars and workshops on different leadership styles to maintain high performance among school heads and address professional development training opportunities to achieve essential education targets.

Table 2 Composite Table on the Impact of the School Principals' Leadership Styles Transformed Through the Development Programs on the School's Overall Performance in Public Elementary Schools with Respect to Access and Equity, Students' Achievement, Teachers' Performance, and School Environment

	Teacher		Principal		Composite	
	Mean	**VI**	**Mean**	**VI**	**Mean**	**VI**
Access and Equity	3.09	High Impact	3.16	High Impact	3.13	High Impact
Students' Achievement	3.11	High Impact	3.07	High Impact	3.09	High Impact
Teachers' Performance	3.16	High Impact	2.63	High Impact	2.89	High Impact
School Environment	2.82	High Impact	3.02	High Impact	2.92	High Impact
Impact of the School Principals' Leadership Styles Transformed Through the Development Programs on the School's Overall Performance.	**3.05**	**High Impact**	**2.97**	**High Impact**	**3.01**	**High Impact**

4 - (3.50 - 4.00) Strongly Agree 3 – (2.50 - 3.49) Agree 2 – (1.50 - 2.49) Disagree 1– (1.00 - 1.49) Strongly Disagree

The study examines the impact of school principals' leadership styles transformed through development programs on the overall performance of public elementary schools. The results show that these leadership styles have a high impact on access and equity, students' achievement, teachers' performance, and school environment. Transformational leadership practices lead to better responsiveness to disparities, excellence in educational outcomes, teacher support and development, and a positive school climate. This highlights the importance of effective leadership in driving comprehensive school improvement.

The study suggests that a holistic approach to school principal training is necessary to help principals develop skills and strategies to improve all areas, such as equitable opportunities, academic excellence, teacher professional development, and a favorable school environment. This will enable principals to lead schools effectively, enabling students and teachers to reach their full potential.

The findings also support Nurabadi et al. (2021) assertion that persistence for achievement, as evidenced by a principal's willingness and determination to implement quality leadership, will facilitate improving teachers' performance. The results indicate that instructional leadership directly influences

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teachers' performance, transformational leadership affects teachers' performance, and spiritual leadership influences students' achievement. The study by Kilag et al. (2023) found that school leaders' levels of managerial empowerment significantly impact teacher and school efficacy. Empowered leaders exhibit transformational leadership behaviors, enhancing job satisfaction, dedication, and effectiveness. They integrate school objectives with educational goals, leading to a cohesive approach to improvement. A positive school culture is also significantly enhanced through executive empowerment.

Table 3 Test of Significant Differences in the Effect of Development Programs in Transforming the School Principals' Leadership Styles as Reflected in the Leadership Strategies Employed in Public Elementary Schools when Grouped According to their Profile

	t	df	Sig. (2-tailed)	Decision	Remark
Age - Effect of development programs in transforming the school principals' leadership styles.	2.265	19	0.035	Reject	Significant
Sex - Effect of development programs in transforming the school principals' leadership styles.	-15.001	19	0.000	Reject	Significant
Years of Experience as School Principal - Effect of development programs in transforming the school principals' leadership styles.	-0.444	19	0.662	Accept	Not Significant
Highest Educational Attainment - Effect of development programs in transforming the school principals' leadership styles.	7.300	19	0.000	Reject	Significant

The study reveals significant differences in the effect of development programs on transforming school principals' leadership styles based on age, sex, and highest educational attainment. However, no significant difference in years of experience suggests that demographic factors may significantly influence how principals respond to leadership development programs. This suggests that the development framework must be based on age, gender, and background differences of principals rather than just experience to address the specific needs and varying leadership styles.

Casinillo and Suarez (2022) evaluated school leaders in the Hindang District, Leyte Division, Philippines, to improve the educational system. They found that school leaders were highly satisfactory in their personal attributes, traits, and abilities. They were also outstanding in self-management, professionalism, ethics, and teamwork. The study suggests that prioritizing personal assets, characteristics, and abilities over curricular knowledge is crucial for sustained school advancement. Additionally, participating in seminars and training on leadership management and innovative concepts is essential for becoming globally competitive leaders.

Futhermore, Sholeh et al. (2021) found that the principal's leadership significantly influences the course of Islamic primary schools. The quality of the leader is crucial in influencing instructors and students. The principal's idealized influence enhances teacher competence by exhibiting religious charisma, possessing managerial skills, engaging stakeholders in diverse initiatives, and showcasing a visionary leader archetype, aligning with institutional development distinctions.

The correlation matrix indicated that each character is a significant benefit for a school leader in advancing the institution. To achieve sustained advancement, the criteria for appointing a school leader prioritize personal assets, characteristics, and abilities rather than curriculum knowledge. Additionally, school leaders must participate in seminars and training on leadership management and new concepts to become globally competitive leaders.

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Table 4 Test of Significant Differences in the Effect of Development Programs in Transforming the School Principals' Leadership Styles as Reflected in the Leadership Strategies Employed in Public Elementary Schools and the impact of the School Principals' Leadership Styles Transformed through the Development Programs on the School's Overall Performance with Respect to the Given Variables

	t	df	Sig. (2-tailed)	Decision	Remarks
Effect of development programs in transforming the school principals' leadership styles. - Impact of the school principals' leadership styles transformed through the development programs on the school's overall performance.	4.331	219	0.000	Reject	Significant

The study examines the impact of development programs on school principals' leadership styles and their impact on the school's overall performance. The results show a significant difference in the effect of development programs on principals' leadership styles and the impact on the school's overall performance. This suggests that leadership development programs indirectly influence school performance by influencing principals' leadership styles. The study emphasizes the need for a comprehensive leadership development framework that emphasizes changing leadership philosophies and implementing these tactics to raise academic achievement. This would ensure that principals can implement leadership strategies that meet the specific needs of a school, leading to high academic standards, teacher growth, and a positive school culture. The study also highlights the importance of measuring and assessing the effects of leadership practices on school outcomes to determine their benefits. The study also supports the idea that leadership techniques employed by principals contribute to favorable results in schools, particularly in areas like student accomplishment, teacher effectiveness, and school climate.

The results corroborate Sok et al. (2020), who found that the Royal University of Phnom Penh's Faculty of Education created an innovative training program with distinct indicators for principal trainees, starting with the trainees' current competencies and responsibilities as individuals. This program was designed to create an in-service leadership upgrading curriculum for Cambodian school owners. In school-based management training, autonomy and proficiency in program design and implementation, along with the use of adaptive learning concepts, have resulted in beneficial transformations in the learning practices of trainees.

Table 5 Correlation Between the Effect of Development Programs in Transforming the School Principals' Leadership Styles as Reflected in the Leadership Strategies Employed in Public Elementary Schools and their Demographic Profile

		Effect of development programs in transforming the school principals' leadership styles.
Age	Pearson Correlation	-0.049
	Sig. (2-tailed)	0.837
	N	20
Sex	Pearson Correlation	.450*
	Sig. (2-tailed)	0.046
	N	20
Years of Experience as a School Principal	Pearson Correlation	0.139
	Sig. (2-tailed)	0.560
	N	20
Highest Educational Attainment	Pearson Correlation	-0.402
	Sig. (2-tailed)	0.079
	N	20

*. Correlation is significant at the 0.05 level (2-tailed).

The study examines the correlation between development programs and the leadership styles of school principals in public elementary schools. The results show a significant correlation between sex and the effect of development programs, while no significant correlation exists between age, years of experience, and highest educational attainment. The

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findings suggest that demographic factors influence how school principals benefit from leadership development initiatives. The study suggests that personalized approaches may be necessary to maximize the impact of development programs, as the implementation of leadership strategies may vary based on the principal's background and experiences. The leadership development framework should be flexible and tailored to the diverse needs of principals, considering their demographic profiles. The framework should develop modules that address the challenges and opportunities faced by principals based on gender, age, experience, and educational background. This approach ensures that principals receive the most appropriate support to improve their leadership styles, enabling them to utilize their strengths and work on their developmental areas, leading to more effective leadership and better school results.

The findings reinforce the research conducted by Li and Liu (2022), indicating a substantial and positive correlation between principle transformational leadership and teacher leadership. Both principal transformational leadership and teacher leadership correlate well with teacher self-efficacy; however, only teacher leadership positively correlates with student learning. This study contributes sophisticated international evidence and offers a practical approach to enhancing schools by engaging teacher leaders through transformational leadership from principals.

IV. CONCLUSION

The study examines the leadership styles of school principals in public elementary schools, analyzing factors like age, gender, years of experience, and educational attainment. Results show that development programs significantly improve principals' leadership styles, leading to improved idealized influence, motivation, and individualized consideration. These changes positively impact school performance, including access, equity, student achievement, teacher performance, and school environment. The study suggests a leadership development framework for principals to enhance overall performance.

The study reveals that school principals are continuously improving their leadership skills through education, and their leadership styles are significantly influenced by development programs. These programs, which use idealized influence, motivation, intellectual stimulation, and individualized consideration, significantly impact access, equity, student achievement, teacher performance, and overall school performance. The study also suggests that personalized approaches are necessary to maximize the impact of these programs.

The study recommends that school principals continue to learn leadership strategies through education advancement and leadership development programs. These programs should enhance their vision, motivation, critical thinking, and support for teachers and staff. The framework should consider skills and strategies for implementing improvements, maintaining academic excellence, and fostering a positive school environment. The training program should be flexible and tailored to the specific needs of principals, considering their demographic characteristics. Another study could address gaps in leadership transformation among school principals through development programs.

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