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LEADERSHIP STYLES AND BEHAVIOR OF THE PUBLIC SECONDARY & ELEMENTARY SCHOOL HEADS IN RIZAL DISTRICT, DIVISION OF KALINGA

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ABSTRACT

This study examined the leadership styles and behaviors of public secondary and elementary school heads in Rizal District, Division of Kalinga for the School Year 2025–2026. It aimed to determine the respondents' profile, the leadership styles they subscribe to, the extent of leadership behaviors they manifest, and the challenges they encounter in performing their roles. The study also tested whether there is a significant difference in the perceptions of school heads and teachers regarding these challenges.

A descriptive-survey research design was utilized, involving school heads and teachers as respondents. Data were gathered through structured questionnaires, interviews, and documentary analysis. Statistical tools such as frequency, percentage, weighted mean, and t-test were employed to analyze the data.

Findings revealed that democratic, coaching, facilitative, transformational, charismatic, and visionary leadership styles were highly practiced, while autocratic leadership was least observed. In terms of leadership behavior, directive, supportive, participative, and achievement-oriented behaviors were frequently demonstrated by school heads. The challenges encountered, both internal and external, were generally rated as slightly to moderately serious, with lack of funding, resource constraints, and pressures of leadership emerging as notable concerns. Statistical analysis showed no significant difference between the perceptions of school heads and teachers regarding the challenges encountered.

The study concludes that school heads effectively practice multiple leadership styles and behaviors that contribute to school performance, despite facing manageable challenges. Continuous professional development and support mechanisms are recommended to further strengthen leadership effectiveness.

KEYWORDS: *Leadership Styles, Leadership Behavior, School Heads, Descriptive Survey, Educational Leadership, Challenges In Leadership, Public Schools, Rizal District Kalinga*

INTRODUCTION

Leadership is a process of social influence where a leader encourages the willing participation of subordinates to achieve organizational goals. A leader is someone who guides, directs, and influences others to accomplish specific objectives. In today's rapidly changing global environment, organizations require effective leaders who can navigate complexity and foster strong relationships with employees. When tasks are well-structured and leaders maintain positive relationships with their teams, employee performance tends to improve. Democratic leaders, in particular, emphasize participation, involving team members in discussions and working effectively with motivated groups.

Effective leadership involves guiding followers toward desired outcomes. Various leadership styles play a significant role in influencing organizational performance. Research shows that leadership effectiveness is linked not only to behavior and attitudes but also to an organization's reputation and potential for improved performance. Leadership styles can also impact innovation, especially when supported by knowledge sharing and strong communication within teams.

Transformational leadership, for instance, encourages leaders to broaden their vision, prioritize the welfare of employees, and inspire them to move beyond personal interests for the benefit of the group. Leadership style is generally seen as a consistent pattern of behavior that defines how leaders interact with others. The success or failure of organizations, communities, and institutions is often attributed to the leadership style practiced. Studies further show that transformational leadership has a strong connection with employee satisfaction, influenced by factors such as job security, autonomy, and workplace flexibility.

Leadership enables individuals and groups to move beyond limitations and strive for excellence. It transforms potential into meaningful outcomes by inspiring people to pursue shared goals with commitment. In schools, leaders are responsible for creating environments that support performance by integrating resources, people, and systems effectively. School heads plan, organize, direct, and control operations, but most importantly, they influence others to achieve collective goals.

Leadership is fundamentally about influencing behavior toward defined objectives. It involves shaping attitudes and actions through relationships and interactions. A leader's effectiveness depends on how well both organizational and individual goals are achieved. Leadership styles reflect a leader's beliefs and

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assumptions about human behavior, and when applied effectively, they can transform institutions into dynamic and productive environments.

Moreover, leadership does not operate in isolation; it involves leaders, followers, and the situation in which they interact. It is not based on rigid formulas but on purposeful social interaction aimed at achieving mutually beneficial goals. School leaders must adapt to evolving challenges, balancing administrative responsibilities with higher-level leadership functions. In today's complex and ever-changing society, effective school heads must be prepared to think critically, embrace innovation, and demonstrate strong leadership behaviors that promote growth and organizational success.

Objectives of the Study

This study attempted to apprise leadership styles of the public secondary & elementary school heads in rizal district division of kalinga for School Year 2025-2026.

Specifically, the study seek to answer the following questions:

1. What is the profile of the respondents in terms of:
   - 1.1 Age
   - 1.2 Gender
   - 1.3 Civil Status
   - 1.4 Highest educational attainment
   - 1.5 Present Position
   - 1.6 Latest Performance Rating
   - 1.7 Length of Experience as a School Head /teacher
   - 1.8 In-service trainings seminars attended relative to their functions?
2. What leadership styles do respondents subscribed to?
   - 2.1.Autocratic
   - 2.2.Democratic
   - 2.3.Strategic
   - 2.4.Transformational
   - 2.5.Team
   - 2.6.Cross - Cultural
   - 2.7.Facilitative
   - 2.8.Laissez-Faire
   - 2.9.Transactional
   - 2.10.Coaching
   - 2.11.Charismatic
   - 2.12.Visionary

METHODOLOGY

This study employed a descriptive-correlational quantitative research design to examine the leadership styles and behaviors of public secondary and elementary school heads and their relationship to the challenges encountered in the performance of their functions in Rizal District, Division of Kalinga for the School Year 2025–2026. The descriptive method was used to describe existing conditions, while the correlational approach determined whether significant differences existed in the perceptions of respondents regarding leadership styles and behaviors.

Sampling Design

The respondents of the study consisted of public elementary and secondary school heads and teachers in Rizal District, Division of Kalinga. The study utilized total enumeration for school heads and included teachers as respondents to provide comparative perceptions. A total of 23 school heads and 150 teachers participated in the study. This sampling ensured that all relevant participants directly involved in school leadership and instruction were represented.

Research Instrument

Data were gathered using a structured questionnaire developed by the researcher based on an extensive review of related literature and studies. The instrument consisted of four parts: respondents' profile, leadership styles, leadership behavior, and challenges encountered.

To ensure validity and reliability, the questionnaire was subjected to a try-out among non-participating respondents, and necessary revisions were made based on expert suggestions. Additionally, unstructured interviews and documentary analysis were conducted to supplement and validate the data collected from the questionnaire.

Statistical Design

The collected data were analyzed using appropriate statistical tools. Frequency and percentage were used to describe the profile of the respondents. The weighted mean was employed to determine the extent of leadership styles, leadership behaviors, and challenges encountered.

To test the hypothesis on whether there is a significant difference in the perceptions of respondents, the t-test was utilized at a 0.05 level of significance. This statistical treatment allowed the researcher to determine whether differences between groups were statistically significant.

RESULTS AND DISCUSSIONS

Table 1

Respondents by Age

Particulars	School Head-Respondents		Teacher- Respondents	
	Frequency	Percentage	Frequency	Percentage
26-30	0	0.00	30	20.00
31 -35	1	4.35	24	16.00
36-40	2	8.70	25	16.67
41 -45	8	34.78	31	20.66
46-50	6	26.08	22	14.66
51 -55	5	21.74	15	10.00
56-60	3	13.04	1	0.66
61 -65	0	0.00	2	1.33
Total	**23**	**100.00**	**150**	**100.00**

On age of the school head -respondents, there were 6 or 26.08 percent who belong to age bracket 46-50 years old; 5 or 21.74 percent for age bracket 51 -55 years of age; 3 or 13.04 percent fall

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under age bracket 56-50 years old ; 2 or 8.70 percent for 36-40 years old. Least registered was on age brackets 31- 35 years old where a single response was registered. Majority of the respondents falls on the bracket age of 41-45 or 34.78 percent. No date for age brackets 26-30 and 61-65 years old.

As for the teacher-respondents, 25 or 16.67 percent fall under the age bracket of 36-40 years old; 24 or 16.00 percent for age bracket 31-35 years old, 31 or 20.66 percent for 41-45 years old, 22 or 14.66 percent for 46-50 years old; 15 or 10.00 percent claimed they belonged to age bracket 51-55 years old, 30 or 20.00 percent for 26-30 years of age. Least registered was on age bracket 56-60 years old with a single response was noted. It is clear that 2 respondent had an age on bracket 61 - 65 years old.

Table 2

Respondents by Gender

Particulars	School Head-Respondents		Teacher- Respondents	
	Frequency	Percentage	Frequency	Percentage
Male	9	39.13	68	45.33
Female	14	60.87	82	54.66
Total	**23**	**100.00**	**150**	**100.00**

On gender stratification of the school head respondents, there were 14 or 60.87 percent who were females and 9 or 39.13.00 percent males.

As for the teacher- respondents, 82 or 54.66 percent who were females and 68 or 45.33 percent who were males.

The finding asserts the general contention that teaching is more of a women's world more than the men.

Table 3

Respondents by Civil Status

Particulars	School Head-Respondents		Teacher- Respondents	
	Frequency	Percentage	Frequency	Percentage
Single	2	8.69	32	21.33
Married	19	82.61	115	76.66
Widow	2	8.69	3	2.00
Total	**23**	**100.00**	**150**	**100.00**

On civil status, as for the school heads group, 19 or 82.61 percent were married, and 2 or 8.69 percent single likewise with the widowed.

As for the teacher-respondents, there were 115 or 76.66 percent were married. It is seen that 32 of the teacher-respondents were single and 3 widowed.

In terms of responsibility, married respondents presupposed to be more responsible considering the home and family responsibilities which finds its expansion in the classroom as they also heed and care for children.

The single ones have more time to dedicate in teaching as they do not have the responsibility at homes.

Table 4

Respondents as to Highest Educational Attainment

Particulars	School Head-Respondents		Teacher- Respondents	
	Frequency	Percentage	Frequency	Percentage
Bachelor's Degree	6	26.08	70	46.66
Master's Degree	11	47.83	64	42.66
Doctoral Degree	6	26.08	12	8.00
Total	**23**	**100.00**	**150**	**100.00**

On highest educational attainment, as for the school-heads group, there were 11 or 47.83 percent who were holders of Master's Degree, and 6 or 26.08 percent were Doctoral degree graduates. It is evident that 6 respondents claimed to be holder of Bachelor's degree and with units in Masters..

As to the teacher-respondents' highest educational attainment, there were 64 or 42.66 percent who claimed to be Master's degree graduates; 70 or 46.66 percent were Bachelor's degree graduates. 12 datum is seen for Doctoral degree.
The finding reveals that all the respondents are qualified for their position.

Table 5

Respondents as to Their Latest Performance Rating

Particulars	School Head-Respondents		Teacher- Respondents	
	Frequency	Percentage	Frequency	Percentage
Outstanding	18	78.26	75	50.00
Very Satisfactory	5	21.74	65	43.33
Satisfactory	0	0.00	10	6.66
Total	**23**	**100.00**	**150**	**100.00**

There were 18 or 78.26 percent of the school-head respondents who received "Outstanding" performance rating, and 5 or 21.74 percent registered to have gained "Very Satisfactory" performance rating. Nobody obtained a "Satisfactory" rating.

The teachers group claimed that 75 or 50.00 percent of them had an "Outstanding" performance rating and 65 or 43.33 percent who obtained "Very Satisfactory" performance rating. Like the

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school heads, 10respondents received "Satisfactory" performance rating.

Table 6

Respondents as to Their Present Position

Particulars	School Head-Respondents		Teacher- Respondents	
	Frequency	Percentage	Frequency	Percentage
School Heads				
1. Head Teacher	3	13.04		
2. Assistant Principal				
3. Principal 1	6	26.08		
4. Principal 2	5	21.74		
5. Principal 3	3	13.04		
6. Principal 4	1	4.35		
Teachers				
1. Teacher I			34	22.66
2. Teacher II			5	3.33
3. Teacher III	5	21.74	90	60.00
4. Master Teacher I			14	9.33
5. Master Teacher II			7	4.66
Total	**23**	**100.00**	**150**	**100.00**

On present position stratification of the school-head respondents, 5 or 21.74 percent were Principal 2, 1 or 4.35 percent were Principal 4. There were 6 or 26.08 percent were Principal I, 3 or 13.04 percent for Head Teachers, and 3 or 13.04 percent Principal 3 and 5 for Teacher 3.

As for the teacher-respondents, there were 90 or 60.00 percent who were Teacher III, 14 or 9.33 percent were Master Teacher I, 7 or 4.66 percent as Master Teacher II, and 5 or 3.33 percent were Teacher 11.And 34 respondents or 22.66 percent were Teacher 1.

Table 7

Respondents as to Their Length of Service

Particulars	School Head-Respondents		Teacher- Respondents	
	Frequency	Percentage	Frequency	Percentage
1 - 5	5	21.74	35	23.33
6 - 10	7	30.43	37	24.66
11 - 15	5	21.74	24	16.00
16 - 20	2	8.69	30	20.00
21 - 25	3	13.04	9	6.00
26 - 30	1	4.35	10	6.66
31 - 35	0	0.00	5	3.33
Total	**23**	**100.00**	**150**	**100.00**

As for the school heads' group, there were 5 or 21.74 percent whose experience were within the bracket 1-5 years; 7 or 30.43 percent for 6-10 years of experience; 5 or 21.74 percent for 11-15 years of experience; 2 or 8.69 percent for 16- 20 years of experience, and a single response for 26-30 years of experience.

As for the teachers' group, 30 or 20.00 percent who had 16-20 years of experience; 37 or 24.66 percent for 6-10 years of experience; 35 or 23.33 percent for 1- 5 years and 24 or 16.00 percent for 11-15 years of experience.

The number of years one has stayed in the job reflects not only of love and interest but more so of loyalty to the profession.

Table 8

Respondents as to In-Service Trainings Attended

Particulars	School Head-Respondents		Teacher- Respondents	
	Frequency	Rank	Frequency	Rank
School	23	2.5	150	1.5
District	23	2.5	150	1.5
Division	23	2.5	124	3
Regional	23	2.5	63	4
National	18	5	60	5
International	5	6	26	6

*Frequency of Mention

On in-service trainings attended, the school heads group claimed a hundred percent attendance to school, district division regional, except in national and international levels.

The teachers group confirmed that 150 of them or a hundred percent attended the School and District levels; 124 registered to have attended the Division level, 63 claimed to join the Regional and 60 for National level, and 26 participated the International level.

Table 9

Autocratic Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. Centered on the boss	2.04	SS	3	2.22	SS	4
2. The leader holds all authority and responsibility.	1.68	LS	4	2.30	SS	2
3. Leaders make decisions on their own without consulting subordinates.	2.00	SS	2	2.89	MS	1
4. Rely on threats and punishment to influence employees	1.60	LS	5	1.75	SS	5
5. Leaders do not allow for employee input	3.72	S	1	2.27	SS	3
Average Weighted Mean	**2.21**	**Slightly Subscribed To**		**2.29**	**Slightly Subscribed To**	

It can be viewed in the table that as for Autocratic Style of Leadership, the school heads' group rated Leaders do not allow for employee input as dominant with a weighted mean of 3.72 meaning "subscribed to." Rank 2 was Leaders make decisions on

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their own without consulting subordinates, 2.20 attributed as "slightly serious." This was followed by Centered on the boss, 2.04 which also means "slightly subscribed to."

There were two particulars rated "least subscribed to." These were The leader holds all authority and responsibility and least registered was Rely on threats and punishment to influence employees with weighted means of 1.68 and 1.60.

The average weighted mean of 2.21 denotes that the school heads group "slightly subscribed to" Autocratic Style of Eldership.

On the other hand, the teachers; group rated Leaders make decisions on their own without consulting subordinates, 2.89 accorded as "moderately serious." The remaining four particulars fall within the bracket "slightly serious." These were The leader holds all authority and responsibility; Leaders do not allow for employee input; Centered on the boss, with weighted means of 2.30, 2.27 and 2.22. Least registered was Rely on threats and punishment to influence employees with a weighted mean of 1.75 meaning "least subscribed to."

As computed, the average weighted mean of 2.29 implies that the teachers group "slightly subscribed to" Autocratic Leadership style.

Table 10

Democratic Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. It is also known as participative style characterized with a shared decision making	4.45	FS	1	4.35	FS	2
2. Open communication where subordinates are able to contribute ideas for the improvement of school.	4.40	FS	3	4.30	FS	4
3. Encourages all members of the organization to be part of the success	4.37	FS	4	4.37	FS	1
4. Communication is active upward and downward.	4.33	FS	5	4.27	FS	5
5. Subordinates are involved in making decisions.	4.42	FS	2	4.33	FS	3
Average Weighted Mean	**4.39**	**Fully Subscribed To**		**4.33**	**Fully Subscribed To**	

It can be seen in the table, that on Democratic Style of Leadership, the school heads group rated the five particulars "fully subscribed to." These were It is also known as participative style characterized with a shared decision making; Subordinates are involved in making decisions; Open communication where subordinates are able to contribute ideas for the improvement of school; Encourages all members of the organization to be part of the success and least in rank was Communication is active upward and downward with weighted means of 4.45,4.42, 4.40,4.37; 4.33 respectively.

Summing up, the average weighted mean of 4.39 indicates that the school heads group "fully subscribed to" Democratic Style of Leadership.

In like manner, the teachers' group considered also the five particulars "fully subscribed to." Rank 1 was Encourages all members of the organization to be part of the success, 4.37. Next was It is also known as participative style characterized with a shared decision making, 4.35; Subordinates are involved in making decisions, 4.33; Open communication where subordinates are able to contribute ideas for the improvement of school, 4.30 and least in rank was Communication is active upward and downward, 4.27.

As computed, the average weighted mean of 4.33 quantifies that the teachers'group perceptions along Democratic leadership was "fully subscribed to."

Table 11

Strategic Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. Involves a leader who is essentially the head of an organization	3.85	S	4	3.62	S	
2. The strategic leader is not limited to those at the top of the organization.	3.77	S	5	3.52	S	4
3. This style is geared to a wider audience at all levels who want to create a high-performance life, team or organization.	3.89	S	3	3.57	S	2
4. Fills the gap between the need for new possibility and the need for practicality by providing a prescriptive set of habits	4.12	S	2	3.55	S	3
5. Delivers the goods in terms of what an organization naturally expects from its leadership in times of change.	4.20	S	1	3.50	S	5
Average Weighted Mean	**3.96**	**Subscribed To**		**3.55**	**Subscribed To**	

On Strategic Style of Leadership, the school heads rated the five particulars "subscribed to." These were Delivers the goods in terms of what an organization naturally expects from its leadership in times of change, 4.20; Fills the gap between the need for new possibility and the need for practicality by providing a prescriptive set of habits, 4.12; This style is geared to a wider audience at all levels who want to create a high performance life, team or organization, 3.89; Involves a leader who is essentially the head of an organization, 3.89 and least registered was The strategic leader is not limited to those at the top of the organization, 3.77.

Putting all the particulars together, the average weighted mean of 3.96 denotes that on Strategic Style of Leadership, the perception of the school heads was "subscribed to."
On the other hand, the teachers group also rated the five particulars "subscribed to." Rank 1 was Involves a leader who is

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essentially the head of an organization, 3.62. This was followed by This style is geared to a wider audience at all levels who want to create a high performance life, team or organization; Fills the gap between the need for new possibility and the need for practicality by providing a prescriptive set of habits; The strategic leader is not limited to those at the top of the organization and least in rani was Delivers the goods in terms of what an organization naturally expects from its leadership in times of change with weighted means of 3.62, 3.57, 3.55, 3.525 and 3.5 respectively.

Overall, the average weighted mean of 3.55 manifests that the teacher's grot "subscribed to" Strategic Style of Leadership.

Table 2

Transformational Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. Initiates change in organizations, groups, oneself and others	4.33	FS	1	4.30	FS	2
2. Motivates others to do more than they originally intended and often even more than they thought possible	4.27	FS	4	4.24	FS	4
3. Sets more challenging expectations and typically achieve a higher performance	4.29	FS	3	4.22	FS	5
4. Tends to have more committed and satisfied followers	4.25	FS	5	4.27	FS	3
5. Empowers followers.	4.30	FS	2	4.32	FS	1
Average Weighted Mean	**4.30**	**Fully Subscribed To**		**4.27**	**Moderately Subscribed to**	

As regard to Transformational Style of Leadership, the school heads group rated the five particulars "fully subscribed to." These were Initiates change in organizations, groups, oneself and others, 4.33; Empowers followers, 4.30; Sets more challenging expectations and typically achieve a higher performance, 4.29; Motivates others to do more than they originally intended and often even more than they thought possible, 4.27 and least in rank was Tends to have more committed and satisfied followers, 4.25.

Along its entirety, the average weighted mean of 4.30 specifies that the school heads group "fully subscribed to" Transformational Style of Leadership.

On the other side, the teachers" group also perceived the five particulars "fully subscribed to." These were Empowers followers; Initiates change in organizations, groups, oneself and others; Tends to have more committed and satisfied followers; Motivates others to do more than they originally intended and often even more than they thought possible and least registered was Sets more challenging expectations and typically achieve a higher performance with weighted means of 4.32, 4.30, 4.27, 4.24 and 4.22.

Summing up, the average weighted mean of 4.27 delineates that the teachers' group "fully subscribed to" Transformational Style of Leadership.

Table 13

Team Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. Involves the creation of a vivid picture of a team's future, where it is heading and what it will stand for	4.20	S	4	4.29	FS	1
2. The vision inspires and provides a strong sense of purpose and direction	4.27	FS	2	4.26	FS	2
3. Working with the hearts and minds of all those involved.	4.30	FS	1	4.24	FS	3
4. It also recognizes that teamwork may not always involve trusting cooperative relationships.	4.12	S	5	4.05	S	5
5. Teams that have worked together for a long period of time are more effective than those that have not	4.25	FS	3	4.20	S	4
Average Weighted Mean	**4.23**	**Fully Subscribed To**		**4.21**	**Fully Subscribed To**	

As to Team Style of Leadership, the school heads respondents rated there out of five particulars "fully subscribed to." These were Working with the hearts and minds of all those involved, 4.30; The vision inspires and provides a strong sense of purpose and direction, 4.37; Teams that have worked together for a long period of time are more effective than those that have not.

The remaining two particulars were rated "subscribed to." Rank 4 was Involves the creation of a vivid picture of a team's future, where it is heading and what it will stand for, 4.20. Least registered was It also recognizes that teamwork may not always involve trusting cooperative relationships, 4.12.

Collectively, the average weighted mean of 4.23 indicates that respondents "fully subscribed to" Team Style of Leadership.

The teachers' group ascertained Involves the creation of a vivid picture of a team's future, where it is heading and what it will stand for, 4.29; The vision inspires and provides a strong sense of purpose and direction, 4.26; Working with the hearts and minds of all those involved, 4.24 accorded as "fully subscribed to." Rank 4 was Teams that have worked together for a long period of time are more effective than those that have not, 4.20 attributed as "subscribed to." Least in rank was It also recognizes that teamwork may not always involve trusting cooperative relationships, 4.05 which also implies "subscribed to."

The average weighted mean of 4.21 manifests that the teachers' group "fully subscribed to" Team Style of Leadership.

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Table 14

Cross-Cultural Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. Normally exists where there are various cultures in the society.	3.70	S	5	3.63	S	4
2. Has also industrialized as a way to recognize front-runners who work in the contemporary globalized market	3.75	S	4	3.60	S	5
3. Works in different environs.	4.00	S	3	4.15	S	1
4. Adjusts to different cultures that live and work there.	4.23	FS	1	4.07	S	3
5. Connects activities to various cultures	4.02	S	2	4.10	S	2
Average Weighted Mean	**3.94**	**Subscribed To**		**3.91**	**Subscribed To**	

As to Cross-Cultural Style of Leadership, the school heads' group rated Adjusts to different cultures that live and work there as dominant with a weighted mean of 4.23 meaning "fully subscribed to."

The remaining four particulars were accounted "subscribed to." These were Connects activities to various cultures, 4.02; Works in different environs, 4.00; Has also industrialized as a way to recognize front-runners who work in the contemporary globalized market, 3.75 and least registered was Normally exists where there are various cultures in the society, 3.70.

The average weighted mean of 3.94 denotes that the school heads group "subscribed to" Cross-Cultural Style of Leadership.

In a comparable manner, the teachers group measured the five particulars "subscribed to." These were Works in different environs, 4.15; Connects activities to various cultures, 4.10; Adjusts to different cultures that live and work there, 4.07; Normally exists where there are various cultures in the society, 3.63 and the lowest was Has also industrialized as a way to recognize front-runners who work in the contemporary globalized market, 3.60.

The average weighted mean of 3.91 elucidates that the teachers group "subscribed to" Cross-Cultural Style of Leadership.

Table 15

Facilitative Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. Helps stimulate creative thinking through brainstorming and other idea-generation processes.	4.37	FS	1	4.29	FS	3
2. Intervenes with individuals and groups without taking total control of the situation.	4.35	FS	2	4.33	FS	1
3. Draws out others' opinions in an objective and non-judgmental manner.	4.33	FS	3	4.30	FS	2
4. The decisions are made together as a group.	4.32	FS	4	4.25	FS	5
5. Aligns people in the same direction, so they can achieve a shared goal.	4.30	FS	5	4.27	FS	4
Average Weighted Mean	**4.34**	**Fully Subscribed To**		**4.29**	**Fully Subscribed To**	

On Facilitative Style of Leadership, the school heads' estimated the five particulars "fully subscribed to." These were Helps stimulate creative thinking through brainstorming and other idea-generation processes; Intervenes with individuals and groups without taking total control of the situation; Draws out others' opinions in an objective and non-judgmental manner; The decisions are made together as a group and least in rank was Aligns people in the same direction, so they can achieve a shared goal with weighted means of 4.37,4.35, 4.33,4.32 and 4.30 respectively.

The average weighted mean 4.34 interprets that the teachers' group "fully subscribed to" Facilitative Style of Leadership.

On the other side, the teachers" group evaluated Intervenes with individuals and groups without taking total control of the situation; Draws out others' opinions in an objective and non-judgmental manner; Helps stimulate creative thinking through brainstorming and other idea-generation processes; Aligns people in the same direction, so they can achieve a shared goal and least registered was The decisions are made together as a group with weighted means of 4.33, 4.30, 4.29, 4.27 and 4.25 correspondingly attributed as "fully subscribed to."

As computed, the average weighted mean of 4.29 indicates that the teachers'group "fully subscribed to" Facilitative Style of Leadership.

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Table 16

Laissez-Faire-(Abdicratic) Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. Gives authority to employees.	3.35	MS	3	3.40	MS	1
2. Subordinates are allowed to work as they choose with minimal or no interference	3.30	MS	5	3.35	MS	2
3. Very little guidance from leaders	3.37	MS	2	2.57	SS	4
4. Complete freedom for followers to make decisions	3.40	MS	1	2.55	SS	5
5. Group members are expected to solve problems on their own	3.33	MS	4	2.60	SS	3
Average Weighted Mean	**3.36**	**Moderately Subscribed To**		**2.89**	**Moderately Subscribed To**	

As to Laissez-Faire-(Abdicratic) Style of Leadership, rank 1 was Complete freedom for followers to make decisions, 3.40. Next was Very little guidance from leaders, 3.37; Gives authority to employees; 3.35; Group members are expected to solve problems on their own, 3.33 and least in rank was Subordinates are allowed to work as they choose with minimal or no interference, 3.30 which all fall within the bracket “moderately subscribed to.”

The average weighted mean of 3.36 underscores that the school heads “moderately subscribed to” Laissez-Faire-(Abdicratic) Style of Leadership.

From another point of view, the teachers’ group rated two particulars “moderately subscribed to." These were Gives authority to employees, 3.40 and Subordinates are allowed to work as they choose with minimal or no interference, 3.35.

The remaining three particulars fall within the bracket “slightly subscribed to." These were Group members are expected to solve problems on their own; Very little

guidance from leaders and least registered was Complete freedom for followers to make decisions with weighted means of 2.60, 2.57 and 2.55.

The average weighted mean of 2.89 denotes that the teachers’ group “moderately subscribed to" Laissez-Faire-(Abdicratic) Style of Leadership.

Table 17

Transactional Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. People perform their best when the chain of command is definite and clear	4.27	FS	2	3.72	S	4
2. Involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders	4.25	FS	3	3.79	S	2
3. People perform their best when the chain of command is definite and clear.	4.30	FS	1	4.05	S	1
4. Obeys the instructions and commands of the leader is the primary goal of the followers.	4.15	S	5	3.77	S	3
5. Promotes the idea that employees are in subjection to their superiors.	4.23	FS	4	3.70	S	5
Average Weighted Mean	**4.24**	**Fully Subscribed To**		**3.81**	**Subscribed to**	

As to Transactional Style of Leadership, the school heads group classed People perform their best when the chain of command is definite and clear, 4.30; Leaders monitor followers carefully to enforce rules, reward success, and punish failure, 4.27; Involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders, 4.25; Promotes the idea that employees are in subjection to their superiors meaning “Fully Subscribed to." Least registered was Obeying the instructions and commands of the leader is the primary goal of the followers, 4.15 meaning “subscribed to."

The average weighted mean of 4.24 elucidates that school heads' perceptions on Transactional Style of Leadership were “fully subscribed to."

Correspondingly, the teachers’ group appraised People perform their best when the chain of command is definite and clear, 4.05; Involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders, 3.79; Obeying the instructions and commands of the leader is the primary goal of the followers, 3.77; People perform their best when the chain of command is definite and dear, 3.72 and least in rank was Promotes the idea that employees are in subjection to their superiors, 3.70.

Overall, the average weighted mean of 3.81 means that the teachers’ group “subscribed to” Transactional Style of Leadership.

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Table 18

Coaching Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. The coaching leader takes the lead to get the best out of his employees or team.	4.40	FS	1	4.30	FS	3
2. Encourages the learning process of the coached person and promotes the responsibility and independence of the employees	4.32	FS	5	4.29	FS	4
3. A good coaching leader has his employees perform their work independently, but still makes them feel supported and involved in their work.	4.37	FS	2	4.34	FS	1
4. Motivates followers, inspires followers and encourages followers.	4.35	FS	3	4.33	FS	2
5. Leaders do the coaching particularly to those who need assistance and support in accomplishing their tasks.	4.33	FS	4	4.25	FS	5
Average Weighted Mean	**4.36**	**Fully Subscribed To**		**4.30**	**Fully Subscribed To**	

As to Coaching Style of Leadership, the school heads group placed the five particulars 'Tully subscribed to." These were: The coaching leader takes the lead to get the best out of his employees or team,4.40; A good coaching leader has his employees perform their work independently, but still makes them feel supported and involved in their work, 4.37; Motivates followers, inspires followers and encourages followers, 4.35; Leaders do the coaching particularly to those who need assistance and support in accomplishing their tasks, 4.33 and least registered was Encourages the learning process of the coached person and promotes the responsibility and independence of the employees, 4.32.

By and large, the average weighted mean of 4.36 delineates that the school heads "Fully Subscribed to" Coaching Style of Leadership.

In addition, the teachers' group rated A good coaching leader has his employees perform their work independently, but still makes them feel supported and involved in their work as the highest with a weighted mean of 4.34. This was followed by Motivates followers, inspires followers and encourages followers, 4.33; The coaching leader takes the lead to get the best out of his employees or team, 4.30; Encourages the learning process of the coached person and promotes the responsibility and independence of the employees, 4.29 and least in rank was Leaders do the coaching particularly to those who need assistance and support in accomplishing their tasks, 4.25 which all implies "fully subscribed to."

On the whole, the average weighted mean of 4.30 denotes that the teachers' group "fully subscribed to" Coaching Style of Leadership.

Table 19

Charismatic Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. Leaders inspire people to work together for a common cause	4.35	FS	1	4.29	FS	4
2. Leaders are sensitive to their environment and the needs of their employees or followers	4.33	FS	3	4.35	FS	1
3. Organizations are committed to a central mission	4.25	FS	5	4.27	FS	5
4. Management prioritizes learning from mistakes in an effort to succeed in their mission	4.34	FS	2	4.33	FS	2
5. Charismatic leaders tend to be cohesive because their workers have a clear purpose	4.32	FS	4	4.30	FS	3
Average Weighted Mean	**4.32**	**Fully Subscribed To**		**4.31**	**Fully Subscribed To**	

As to Charismatic Style of Leadership, it is evident in the table that the school heads measured the five particulars "fully subscribed to." These were Leaders inspire people to work together for a common cause, 4.35; Management prioritizes learning from mistakes in an effort to succeed in their mission, 4.34; Leaders are sensitive to their environment and the needs of their employees or followers, 4.33; Charismatic leaders tend to be cohesive because their workers have a clear purpose, 4.32 rank was Organizations are committed to a central mission, 4.25.

The average weighted mean of 4.32 signals that the school heads "Fully Subscribed to" Charismatic Style of Leadership.

Besides, the teachers group accounted Leaders are sensitive to their environment and the needs of their employees or followers, 4.35; Management prioritizes learning from mistakes in an effort to succeed in their mission, 4.33; Charismatic leaders tend to be cohesive because their workers have a clear purpose,4.30; Leaders inspire people to work together for a common cause, 4.29 and least in rank was Organizations are committed to a central mission, 4.27which all fall within the bracket "fully subscribed to."

The average weighted mean of 4.31 implies that the teachers "fully subscribed to' Charismatic Style of Leadership.

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Table 20

Visionary Style of Leadership

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. Involves leaders who recognize that the methods, steps and processes of leadership are all obtained with and through people.	4.27	FS	3	4.33	FS	1
2. Leaders have some sort of vision for where they are going	4.29	FS	2	4.25	FS	4
3. Leaders share their view of the future, allowing followers to understand how they play an important role in that future state.	4.22	FS	5	4.27	FS	3
4. Involves members in visualizing the vision of the educational system	4.25	FS	4	4.30	FS	2
5. Leaders have strong faith of accomplishing the works through the power of capitalizing their visions	4.30	FS	1	4.23	FS	5
Average Weighted Mean	4.27	Fully Subscribed To		4.28	Fully Subscribed To	

As to Visionary Style of Leadership, the school heads classified Leaders have strong faith of accomplishing the works through the power of capitalizing their visions, 4.30; Leaders have some sort of vision for where they are going, 4.29; Involves leaders who recognize that the methods, steps and processes of leadership are all obtained with and through people, 4.27; Involves members in visualizing the vision of the educational system, 4.25 and least in rank was Leaders share their view of the future, allowing followers to understand how they play an important role in that future state, 4.22 which all fall within the bracket “Fully Subscribed to."

The average weighted mean of 4.27 denotes that the school heads group “fully subscribed to” Visionary Style of Leadership.

On the other side, the teachers’ group rated Involves leaders who recognize that the methods, steps and processes of leadership are all obtained with and through people; Involves members in visualizing the vision of the educational system; Leaders share their view of the future, allowing followers to understand how they play an important role in that future state; Leaders have some sort of vision for where they are going and least registered was Leaders have strong faith of accomplishing the works through the power of capitalizing their visions with weighted means of 4.33, 4.30, 4.27, 4.25 and 4.23.

As computed, the average weighted mean of 4.28 accentuates that the teachers’ group “fully subscribed to” Visionary Style of Leadership.

Table 21

Summary of the Leadership Styles Respondents Subscribed to

Particulars	School Head-Respondents			Teacher-Respondents		
	Wtd. Mean	Q.D.	Rank	Wtd. Mean	Q.D.	Rank
1. Autocratic	2.21	SS	12	2.29	SS	12
2. Democratic	4.39	FS	1	4.33	FS	1
3. Strategic	3.96	S	9	3.55	S	10
4. Transformational	4.33	FS	4	4.27	FS	6
5. Team	4.23	FS	8	4.21	FS	7
6. Cross - Cultural	3.65	S	10	3.91	S	8
7. Facilitative	4.34	FS	3	4.29	FS	4
8. Laissez-Faire	3.36	MS	11	2.89	MS	11
9. Transactional	4.24	FS	7	3.81	S	9
10. Coaching	4.36	FS	2	4.30	FS	3
11. Charismatic	4.32	FS	5	4.31	FS	2
12. Visionary	4.27	FS	6	4.28	FS	5
Grand Weighted Mean	3.96	Subscribed to		3.87	Subscribed to	

As to the summary of the leadership styles respondents subscribed to, there were seven particulars rated “fully subscribed to.” These were Democratic, 4.39; Coaching, 4.36; Facilitative, 4.34; Transformational, 4.33; Charismatic, 4.32; Visionary, 4.27; Transactional, 4.24; and Team, 4.23.

The two particulars were measured “subscribed to.” These were Strategic, 3.96; Cross - Cultural, 3.65. Rank 11 was Laissez-Faire with an average weighted mean of 3.36 accorded as “moderately subscribed to."

Least registered was Autocratic with an average weighted mean of 2.21 meaning “slightly subscribed to.”
Putting all the particulars together, the Grand Weighted Mean of 3.96 allocates that the school heads’ group “subscribed to” the Leadership Styles.

In like manner, the teachers group classed Democratic; Charismatic; Coaching; Facilitative; Visionary and Transformational which posted averages weighted means of 4.33, 4.31, 4.30, 4.29, 4.28, 4.27, and 4.21 respectively which all fall within the bracket “fully subscribed to.”

There were three particulars exacted “subscribed to.” These were Cross - Cultural, 3.91; Transactional, 3.81; Strategic, 3.55. Rank 11 was Laissez-Faire with an average weighted mean of 2.89 meaning “moderately subscribed to.” Least registered was Autocratic with an average weighted mean of 2.29 attributed as “slightly subscribed to."

Generally, the Grand Weighted Mean of 3.87 denotes that the teachers’ group “subscribed to” the Leadership styles of the school heads.

CONCLUSION

The following are the conclusions for the study that are based on the previously presented findings and their implications.

1. The respondents, composed of school heads and teachers, are generally experienced, professionally qualified, and

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actively engaged in in-service trainings, indicating their readiness to perform leadership roles effectively.

2. School heads predominantly practice democratic, coaching, facilitative, transformational, charismatic, and visionary leadership styles, while autocratic leadership is least preferred.
3. Leadership styles among school heads are generally at a "subscribed to" level, reflecting a balanced application of various leadership approaches depending on the situation.
4. Leadership behaviors such as directive, supportive, participative, and achievement-oriented actions are consistently demonstrated by school heads, indicating strong leadership engagement in school operations.
5. Both school heads and teachers share similar perceptions regarding leadership styles and behaviors, showing alignment in how leadership is practiced and experienced within schools.
6. The challenges encountered in the implementation of leadership styles and behaviors are generally assessed as slightly to moderately serious, suggesting that while difficulties exist, they are manageable.
7. There is no significant difference in the perceptions of school heads and teachers regarding the challenges encountered, implying a common understanding of leadership issues within the school environment.
8. Effective leadership in schools is characterized by flexibility, collaboration, and the ability to integrate multiple leadership styles to achieve organizational goals.

RECOMMENDATION

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. School heads should continue to strengthen democratic and participative leadership practices to further enhance collaboration, teamwork, and shared decision-making within the school.
2. Continuous professional development programs, such as seminars, workshops, and advanced studies, should be encouraged to further improve leadership competencies and adaptability.
3. The Department of Education and school administrators should provide more support in terms of resources, funding, and training opportunities to address the challenges encountered in leadership practices.
4. School heads should adopt flexible leadership approaches, applying different styles based on the needs of the situation, teachers, and students to improve overall school performance.
5. Mechanisms for regular feedback from teachers and stakeholders should be established to continuously improve leadership effectiveness and school management.
6. Collaborative programs and team-building activities should be strengthened to sustain positive relationships and improve communication among school personnel.
7. Future researchers may conduct similar studies using other variables or in different settings to further validate and expand the findings of this study.

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