



The Principals' Leadership Styles and Teachers' Performance of Selected Elementary Schools at the District of Norzagaray East

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ABSTRACT

Effective education leadership makes a difference in improving learning and it is also one of the efficient tools to shape and sway people to persistently do positive outcomes towards a goal.

This study examined the impact of principals' leadership styles on teachers' performance in selected elementary schools of the District of Norzagaray East. The researcher used a descriptive- correlational survey design. The study was carried in six elementary schools of the District of Norzagaray East.

The overall findings noted that teachers considered principal leadership style practices as "frequently true" for being Authoritarian and Democratic; while seldom true for practicing Laissez-faire Style. Also, the majority of teachers' work performance was rated as "very satisfactory" and there is no significant relationship between principals' leadership style and teachers' performance. Several recommendations were given by the researcher.

Keywords: Principals' Leadership Styles, Teachers' Performance, Authoritarian Style, and Democratic Style

Introduction

Our country is facing a big problem in seeking for a good and admirable leader, it is always been a challenge especially in the field of Education. As time goes by, it becomes more and more difficult to find a leader worth following.

In education nowadays, a leader should know how to unite the talents, skills, and forces of teachers, learners and parents. It will definitely meliorate the rate of education and educational system of our country.

According to Maxwell, "Leader is one who grasp the way, goes the way and flaunt the way". To achieve the country's educational evolution, the policy of the national education of the country should be supported. All school has number of important roles to play to cultivate its aims and objectives. Upon reaching its goal, one of the important roles to play is to catalyze effectively in elementary schools, to improve thereby both peculiar and institutional abilities, including the teachers and other staff. (Avolio & Gardner 2005).

The deed of the head of the school touches the capacity of each school leading to either derogate or enhance the academic achievement of the student. The efficacious academic head has the ability to unfold a capacity of the school community that can lead in the victory of changing the literacy of the student through their teacher's performance, educational staff and students (Daley, Guarino & Santibanez, 2006). This leadership style is beneficent to the teachers and not necessarily to their leaders. (Bhindi, Hansen, Rall, Riley, & Smith, 2008). Wherefore, the student triumph is affected by the strategy of the teacher gained from their school principal.

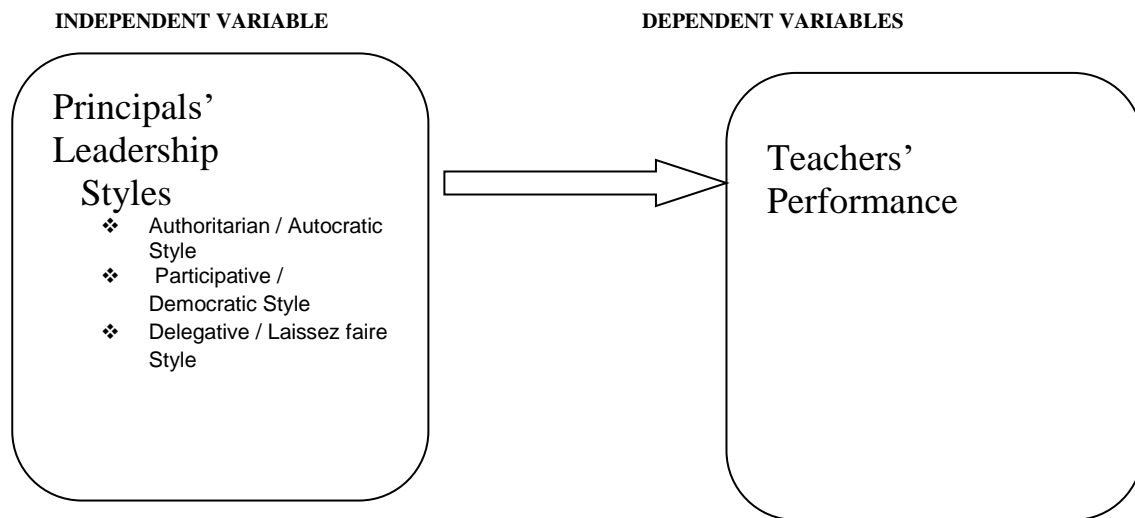
The school head has momentous task to do. One of the functions of an effective leader is refining a job rendition among teachers, mostly found in central schools. In underpinning the said problem, Crum & Sherman, (2008) cited that highly experiences teachers and high performers teachers should show their practice into their daily styles so that it will add up to the school capacity and school improvement. Except, the master challenge in the school head/ administrator are to provide and increase the atmosphere of a facilitative environment rather than manipulative atmosphere for the teacher and learners. This solution can only be possible if the principal allows teachers to engage in making decision for the school, allow a formal communication along with teachers, students, parents and staff for the development of the school community. The most-weighty of employee's performance within the entire school is the contingent of duties through applying productive style of leadership Cheng and Dainty (2002) and UNESCO (2006).

In line with this, the Department of Education established and implemented the Result Based Performance Management System (RPMS) yet most commonly known as Individual Performance Commitment and Review Form (IPCRF) for teachers. (DepEd Order No. 2 Series of 2015). It was supported by Echoing Training of teachers and School Heads on the RPMS (IPCRF) Manual through action cell. (Division Memorandum No. 103 series 2018).

The objective of this study was to catechize the adopted principal leadership styles and teacher's performance in Norzagaray East District Elementary level. The research was contemplated to accrual insights into the different styles of leadership being used momentarily, to determine the preference of principal's leadership, and teachers' performance. The cultural backgrounds of each teacher defend on the various heterogeneous groups from economic social division usually have personalities different from others; it means that each teacher has its strategies in how he/she will execute his/her own lesson in line with the curriculum being implemented by the institution. To reach the maximum potential of each teacher in a school, it is best that the principal prioritizes different abilities and capabilities of his/her teachers to lift the confidence and show a positive outcome.

Conceptual Framework

Figure 1: Research Paradigm of the study



The above framework is conceptualized by the researcher as basis for the direction of this study. The independent variable is the Principals' Leadership style which will define the most effective leadership that can be used by the principal to achieve the quality education aim by the Department of Education and it will definitely be tested if it would be significantly related to teachers' performance.

Statement of the Problem

The intention of this exploration was to find out whether the Principals' Leadership Styles were related to the Teachers' Performance at the Selected Elementary School in Norzagaray East District.

In handling this case, the succeeding research questions were escalated:

1. Which of the following position as leader styles are routinely accustomed by School Head in the Norzagaray East District?

- 1.1 Authoritarian / Autocratic Style;
- 1.2 Participative / Democratic Style; and
- 1.3 Delegative / Laissez faire Style?

2. What are the Teachers' work performance in the following schools as reflected by the Individual Performance Commitment and Review Form (IPCRFs)?

- 2.1 Outstanding
- 2.2 Very Satisfactory
- 2.3 Satisfactory
- 2.4 Fair
- 2.5 Poor

3. Is there any expressive relationship between Principals' Leadership Styles and Teachers' Performance in the Norzagaray East District?

Hypothesis

Based on the problem presented, the null hypothesis was :

There is no significant relationship between the Principals' Leadership Styles and Teachers' Performance.

METHODOLOGY

This part of the research presents the methodological aspects of the research, which include the method of research, population, sample size and sampling techniques, description of the respondents, research instrument, data-gathering procedure, and statistical treatment of data.

Method of Research

This study employed the descriptive-correlational survey design. Descriptive, correlational survey research designs are used to collect and analyze data. The goal of these designs is to get a picture of the current thoughts, feelings, or behaviors in a given group of people. It is based on observation, of an event or events, from which theories may later be developed to explain the observations (Strangor, 2011)

The researcher used descriptive research method because it describes the styles of leadership of a school principal and teachers' performance. On the contrary, researcher used correlational research method because it assessed whether the principals' leadership styles is significantly related to teachers job satisfaction and work performance. Population, Sample Size, and Sampling Technique

The population of the study were 157 teachers of public elementary schools of the District of Norzagaray East, Minuyan, Norzagaray, Bulacan. Table 1 shows the distribution of respondents.

Since 157 teachers is a large number, the Slovin's formula was employed using stratified sampling technique to get the teacher respondents.

Formula:

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

Where: n= sample size

N = population size;

e = margin of error

$$n = \frac{157}{1 + (157)(0.05)^2}$$

$$n = \frac{157}{1 + 3.92}$$

$$n = \frac{157}{1 + 0.393}$$

$$n = 113 \text{ Total number of respondents}$$

Table 1

Population and Sample size

Name of School	Teachers population	Sample Teacher Respondents
Timoteo Policarpio Memorial Elementary School	60	43
San Mateo Elementary School	29	21
Sapang Kawayan Elementary School	21	15
Apugan Elementary School	16	12
Ipo Elementary School	13	9
Bigte Elementary School	18	13
Total	157	113

The elementary school teachers of Norzagaray East District are stratified into 6 schools, namely: Timoteo Policarpio Memorial Elementary School, San Mateo Elementary School, Sapang Kawayan Elementary School, Apugan Elementary School, and Bigte Elementary School. The population, which is the total of the number of teachers per school, is 157.

The sample size of 113 was obtained with the use of Stratified Random sampling. This is the process of selecting a sample in such a way that identified

subgroups or strata is represented in the sample in the same proportion that they exist in the population.

Description of Respondents

The respondents used in the study were the teachers of Public Elementary Schools of Norzagaray East District for the School Year 2018-2019. The schools included in the research are as follows: Timoteo Policarpio Memorial Elementary School, San Mateo Elementary School, Sapang Kawayan Elementary School, Apugan Elementary School, and Bigte Elementary School. The total of the number of teachers per school is 157 however the sample size of 113 was obtained with the use of Stratified Random Sampling.

Data-Gathering Procedure

The researchers wrote a letter asking permission to conduct this study to the six elementary schools at Norzagaray East District namely: Timoteo Policarpio Memorial Elementary School, San Mateo Elementary School, Sapang Kawayan Elementary School, Apugan Elementary School, and Bigte Elementary School. The researcher formally requested permission from the District Supervisor and Division Superintendent. Upon approval, the researcher formally requested permission from the School Principals for the distribution of the questionnaires. The researcher proceeded to the distribution of the questionnaires and giving of direction on how to answer the said instruments. The researchers explained the purpose of the study which is to determine the Principals' Leadership Styles and Teachers' Performance at Norzagaray East District. The researcher distributed and retrieved research instruments personally. After collecting the questionnaire, the gathered data is now ready for tallying, presentation, analysis, and interpretation.

Statistical Treatment of Data .

The gathered data were computed, interpreted and analyzed using the following statistical-treatment techniques.

1. **Weighted Mean.** This was employed in order to assess the respondents' perception towards the principals' leadership styles and teacher performance (Stephanie , 2014) .

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Weighted Mean is an average score calculated by taking into account not only the frequencies but the values of a variable but also some other factors such as their variance. The weighted average of observed data is the result of dividing the sum of the products of each observed values, the number of times it occurs, and this other factor by the total number of observations. (Stephanie , 2014).

The formula is:

$$Mw = \frac{\sum fw}{n}$$

Whereas: Mw = computed mean

$\sum fw$ =the sum of all frequency or data set

multiplied by the weights

f =frequency or data set

w = the weights

n = total number of samples

2. **Pearson R test** .This was used to determine the significant relationship between principals' leadership style and teachers' job satisfaction and the significant relationship between principals' leadership style and teachers' work performance(Stephanie , 2014).

The **Pearson correlation** coefficient, often referred to as the **Pearson R** test, is a statistical **formula** that measures the strength between variables and relationships. To

determine how strong the relationship is between two variables, you need to find the coefficient value, which can range between -1.00 and 1.00.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

Where:

r = the linear correlation coefficient

n = number of pairs of data present

$\sum xy$ = sum of the products of paired scores

$\sum x$ = sum of x scores

$\sum y$ = sum of squared x scores

$\sum_x 2$ = sum of squared x score

$\sum_y 2$ = sum of squared y score

The significance of the correlation was obtained using the p-value with the following interpretation

- If p-value is greater than the level of significance the correlation is not significant; and
- If p-value is less than the level of significance the correlation is significant.

RESULTS AND DISCUSSION

Common Leadership Styles used by the Principals: Authoritarian/Autocratic Style

Table 2

Teachers' Perceptions with Regards to Authoritarian / Autocratic Style

ITEMS	MEAN	Verbal Interpretation
1. The Principal always retains the final decision making authority within his department or team .	4.33	Frequently True
4. The Principal do not consider suggestions made by the teacher , as they do not have any time for them.	2.40	Seldom True
7. The Principal tells the teachers what to be done and how to do it.	4.19	Frequently True
10. When someone makes a mistake , the principal tells them not to ever do that again and make a note of it.	3.81	Frequently True
13. New hires are not allowed to make decisions unless it is approved by the principal.	2.97	Occasionally True
16. The principal allows the teachers to set priorities with his/ her guidance.	3.97	Frequently True
When there are differences in role expectations the principal works with them to resolve the differences.	4.04	Frequently True
22. The principal uses his leadership power to help subordinates grow.	4.02	Frequently True
25. The principal allows the teachers to exercise self direction.	3.86	Frequently True
28. The principal has teachers who know how to use creativity and ingenuity to solve organizational objectives.	4.12	Frequently True
Overall Mean	3.77	Frequently True

Legend: AAT - Almost Always True (4.51 - 5.00),FT- Frequently True (3.51 - 4.50), OT- Occasionally True (2.51 - 3.50) ,ST- Seldom True (1.51 - 2.50) , and ANT - Almost Never True (1.00 - 1.50).

Table 2 shows the Common Leadership Styles as Perceived by the Teachers in terms of Authoritarian / Autocratic Style .

It can be gleaned from the table that "The principal as the authority gives the final resolution to the problem in his/ her school" attained the highest weighted mean of 4.33(Frequently True). "The Principal tells the teachers what to be done and how to do it", with weighted mean 4.19 (Frequently True) and "The principal has teacher that has the ability to solve school objectives through her ingenuity and creativity" with 4.12 (Frequently True) while "There is a need for the Principals' approval for the new hires to make their decision making" with weighted mean of 2.97 (Occasionally True) and "The Principal do not approve teachers ideas for he/she did not have any time to review their suggestions" which got the lowest score of 2.4 Seldom True.

The commonly practiced Leadership style as perceived by the Teachers in terms of Autoritarian / Autocratic Style is Frequently True as presented by the overall weighted mean of 3.77.

In an international study, Moose, Krejlsler & Koford (2008), cited that authoritarian leadership are leaders who exercise unilateral decisions and practicing a pattern of consistent behavior, this includes acting alone/decide directly without asking any suggestion from the group. House stated that, Authoritarian / Autocratic leadership Style is appropriate to a specific situation, whereas it allows the growth of respect from the followers that they feel secured and make the situation controllable. This type of leadership is best used when people are unsure of the task that needs to be performed and their a big uncertainty within the group.

On the contrary, it is said that, the teacher as a part of competent staff can share their ideas and knowledge to overcome educational obstacles and increases achievement of the goal which they often say "two heads are better than one". On the other hand, in the event wherein there is a need of every group members gets a say, it will develop the abilities, qualities, skills and knowledge from the group member and power can be transfer from the Principal down to the teacher. It is where the advantage of democratic leadership style takes place Kane & Patapan, (2010).

Table 3 on the next page illustrates the commonly practiced Leadership Styles as perceived by the teachers in terms of Participative/ Democratic style.

Table 3

Teachers' Perceptions with Regards to Participative / Democratic style

ITEMS	MEAN	Verbal Interpretation
2. The Principal always tries to include one or more teachers in determining what to do and how to do it. However, he maintains the final decision making authority.	4.34	Frequently True
5. The Principal ask for teachers ideas and input on upcoming plans and project.	4.27	Frequently True
8. When thing go wrong and the principal needs to create a strategy to keep a project or process running on schedule, he calls a meeting to get teachers advice.	4.36	Frequently True
11. The Principal creates an environment where the teachers take ownership of the project. He allows them to participate in the decision making process.	4.06	Frequently True
14. Teachers know more about their jobs than the principal, so he allows them to carry out decisions to do their job.	2.99	Occasionally True
17. The principal delegates task in order to implement a new procedure or process.	4.05	Frequently True
20. The principal allows the teacher to be responsible in defining his or her job.	4.17	Frequently True
23. The principal share his leadership power to his/ her subordinate.	3.93	Frequently True
26. The principal lets the teachers to have the right to determine their own organizational objectives.	3.97	Frequently True
29. The Principal develop teachers who can lead themselves just as well as he can.	4.12	Frequently True
Overall Mean	4.03	Frequently True

Legend: AAT - Almost Always True (4.51 - 5.00),FT- Frequently True (3.51 - 4.50), OT- Occasionally True (2.51 - 3.50) ,ST- Seldom True (1.51 - 2.50) , and ANT - Almost Never True (1.00 - 1).

It can be deduced from the table that "The principal calls a meeting to get teachers' advice when something went unexpectedly and to be able to keep the process running on schedule the principal needs to create a project that is suitable to fix the existing problem" acquired the highest weighted mean of 4.36 (frequently true). "The Principal include one or more teacher to lead the way in determining the things needs to be done and how it can be done". But the School head still has the power to give the final say/ decision making authority with 4.34(frequently true) and " The Principal give the teacher a chance to give different information and knowledge about the project and certain plans for the school".with 4.27 (frequently true) however "Teachers more than the principal knows about his/her duties and responsibilities, leading to allowing the teachers to decide on their own got the lowest weighted mean of 2.99 (Occasionally true).

The commonly practiced leadership style as perceived by the Teachers in terms of Participative / Democratic style is Frequently True as presented by the overall weighted mean of 4.03.

According to Kane & Patapan (2010), an example of a participative organization is an organization where issues concerning the school are being discuss and staff meeting are usually held every Friday of the week to focus on the concern of the school and its school community, through consultative management style. Consultation from the staff/ workers/ teachers are being open, open for suggestion, comments and ideas that can help in the success of the whole school. In addition, it is also believe that school increase the level of work satisfaction among teachers if there is a regular formal contact between principal, their teachers, guardians of the student.parent, non teaching staff in the school and other stake holders. In democratic type of leadership, every person has an equal right to express his/her opinion freely and without hesitation. (Westhuizen, et al 2008). It is making the employee build their own abilities and skills by providing what they need along with building the organization achievement. (Sodhi , 2009).

Moreover, in able to achieve its goal, the organization should practice participative style, "it gives potential to balance the involvement of principal and their teachers in giving and processing information followed by decision making which best suits the problem-solving and basically finding the best solution". Somech et.al (2009).

Researcher discover that teacher perceived that when they work in a culture of support and value it is where teachers met leadership expectations.(Rice & Roelike, 2008). Consequently, best decision can be made by collaboration of knowledge / brain storming from different ideas by the people within the organization. Hence, it allows commitment for a better decision making. This means that more people engaged in solving the problem within the organization the bigger the chance of getting better solution. People can give their personal experiences that can help reduce the anxiety being experience by the new bees in the organization. This may also allow everyone to learn from each other, stated by Somech et.al (2009).

In fact, Shennu (2010), also added that most of the situation participative management promotes motivation of employees by considering their suggestions, leading to a positive impact on teamwork and performance of the employees, however it may not applicable to all situation.

On the other hand, Crandall & Parnell (2010), cited that Mngagers/ Head masters need to make an automatic decision according to her experience, information given and expertise of the subject matter without consulting the team members since in most cases participative don't actually work. In addition, according to Parnell & Crandall (2010), participative management is time consuming which have seen by expert as another dilemma faced in participative management. Since participative management requires the members to complete gain knowledge of the goal and objective of the organization to be able to give her personal perspective and opinion to issue/problem. Therefore, making decision is a time-consuming process and usually takes some time to give solution.

The participative leadership approach resonates that time is one of its major weaknesses. In times of crisis, the challenge is that the leader cannot give a quick decision since there is a need to collect ideas from the subordinate well in fact there is an immediate deadline (Shennu, 2010). Likewise, affiliative leader is the kind of the leader takes care of the teacher and gives importance to their emotional needs and do not give importance to the performance of the teacher in the school however, democratic leader involves teacher in any decision making that needs to be done in the school/ organization.(Goleman, Boyatzis and McKee 2009).

Table 4

Teachers' Perceptions with Regards to Delegative / Laissez faire Style

ITEMS	MEAN	Verbal Interpretation
3. The teacher and the principal always vote whenever a major decision has to be made.	4.18	Frequently True
6. For a major decision to pass in the department, the principal asks the approval of each teacher or majority.	4.17	Frequently True
9. To get information out , the principal send it by mail , memos, or voice mail : very rarely in a meeting . His teachers are then expected to act upon the information.	3.68	Frequently True
The Principal allows his teachers to determine what needs to be done and how to do it.	4.02	Frequently True
15. When something goes wrong , the principal tells the teachers that a procedure is not working correctly and he establishes a new one.	3.68	Frequently True
18. The principal closely monitors his/ her teachers to ensure they are performing correctly.	4.17	Frequently True
21. The Principal likes the power that his leadership position holds over subordinates.	3.86	Frequently True
24. The principal directs or threatens his teachers with punishment in order to get them to achieve organizational objectives.	2.62	Occasionally True
27. The principal develops teachers who seek mainly security.	3.89	Frequently True

30.The Principal reprimands teachers who do not follow his instructions in front of other teachers.	2.38	Seldom True
Overall Mean	3.66	Frequently True

Legend: AAT - Almost Always True (4.51 - 5.00),FT- Frequently True (3.51 - 4.50), OT- Occasionally True (2.51 - 3.50) ,ST- Seldom True (1.51 - 2.50) , and ANT - Almost Never True (1.00 - 1.50).

Table 4 exhibits the commonly practiced Leadership styles as perceived by the teacher in terms of Delegative / Laissez faire Style .

The table 4 displays that “The teacher and the principal needs to have a common vote for the final decision” acquired the highest weighted mean of 4.18 (frequently true). The principal ask for the majority of teachers approval and ensure that their performing according to their duties and responsibilities with both weighted mean

of 4.17(frequently true). The Principal allows his teachers to determine what needs to be done and how to do it with 4.02(frequently true) while “To achieve organizational goal and objectives, the Principal directs or threatens his teachers with punishment or even rewards” with weighted mean of 2.62 (Occasionally True) . In addition , “The Principal reprimands teachers who do not follow his instructions in front of other teachers” with the lowest weighted mean of 2.38(seldom true) .

The commonly practiced leadership style as perceived by the Teachers in terms of Delegative / Laissez faire Style is Frequently True as presented by the overall weighted mean of 3.66(frequently true).

Anagbogu and Ndu (2007) cited that a teacher felt as if they were stranger in their own school if they are not part of the governance. This leads to a poor performance not giving the dedication and commitment to the organization. Leaving the Teaching profession can be a result of these practice. (Choy et al, 2008). Udo and Akpa (2007) stated that teachers with adequate involvement in decision making in school, their school head and meeting the school objectives, opposition and apathy within the school will be minimized. The success of the school is always in the hands of the principal leadership, if the teacher will receive support, love, respect and recognition from his/her principal, seeing all the efforts of the teacher then most likely the school will definitely succeed and teacher will remain in their profession.

Table 5

Frequency and Percentage Distribution of Leadership Styles as Perceived by the Teachers

LEADERSHIP STYLES	Frequency	Percentage (%)
Authoritarian / Autocratic Style	25	19.08
Participative / Democratic Style	85	64.89
Delegative / Laissez faire Style	21	16.03
Total	131	100

Table 5 shows the frequency ad percentage distribution of the style of Leadership as perceived by the teachers. The table shows , 85 or 64.89% perceived that the Principals used Participative / Democratic Style; 25 or 19.08% employed Authoritarian / Autocratic Style and 21 or 16.03% utilized Delegative / Laissez faire Style leadership style.

In the study of Adeyemi (2011), it was found that the Participative / Democratic Style was the commonest style of leadership used by the principal of senior secondary schools in the states. However, Parnell & Crandall (2010),cited that in participative management it takes longer time to make a decision if there were more people involve in decision making process leading to time consuming approach. There is a need for the participants to understand completely the topic before they can give their opinion and allow fair decision. The leader cannot give an immediate response to the problem that needs urgent solution since there is a need to complete the details and scattered the information to his/her subordinate. (Shennu, 2010). Likewise, democratic leader is a leader that gives opportunity to his/her subordinate to get involve in the decision

making for the betterment of the organization, the affiliative leader on the other hand gives emphasis on the psychological needs of the teachers so that they can perofrom their best in school.

2. Teachers' Performance as Shown in their Individual Performance Commitment and Review Forms (IPCRFs)

Table 6 show the Teacher's performance.

Table 6

Latest Performance Rating

Latest Performance Rating	Frequency	Percentage
Poor	0	0
Unsatisfactory	0	0
Satisfactory	0	0
Very Satisfactory	112	99.12
Outstanding	1	0.88
Total	113	100

It can be seen from the table that Latest Performance Rating in terms of Range of Scores that Very Satisfactory got 112 number of respondents with a percentage of 99.12 and on the other hand outstanding shows only one with a percentage of 0.88.

The teachers' performance in relation to their duties and responsibilities can be determined by several factors such as, school environment, professional growth, level of dedication, existing school culture, innovation ability of teachers and years of experience of the principal (Nsubuga ,2008).

The performance of the teacher can be best described as task being performed by the teacher within the teachings hours in a day in the school towards achieving the school mission and vision (Obilade , 2011). It means combining the teaching strategy of the teacher and the learning output of the learner (Akinyemi, 2006) In addition, Success of the organization is fruitful result of a behavior having a well job performance (Podsakoff, Mackenzie, Paine & Bachrach, 2009).

However, Meindi (2008) argued that job performance is determined by the workers' level of participation in the day to day running of the organization. Principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. As cited by Muraina & Muraina (2014) , having a poor teacher job performance can include many factors such as; lack of motivation of the employee, poor environment, not enough staff for the job and low salary.

Adepoju (2009) stated that the factors affecting job performance can be as follows, lesson planning, teaching strategy, disciplinary actions, schedule and supervision among teachers and students.

3. Significant Relationship Between Principals' Leadership Styles and Teachers' Performance

Table 7

Significant Relationship Between Principals' Leadership Styles and

Teachers' Performance

CORRELATION	R-VALUE	INTERPRETATION	P- VALUE	DECISION	REMARKS
LATEST PERFORMANCE RATING AND AUTHORITARIAN / AUTOCRATIC STYLE	0.088	Very Low Relationship	0.352	Accepts hypothesis	There is no significant relationship
LATEST PERFORMANCE RATING AND PARTICIPATIVE / DEMOCRATIC STYLE	0.180	Very Low Relationship	0.057	Accepts hypothesis	There is no significant relationship
LATEST PERFORMANCE RATING AND DELEGATIVE / LAISSEZ FAIRE STYLE	0.146	Very Low Relationship	0.122	Accepts hypothesis	There is no significant relationship

**LATEST
PERFORMANCE
RATING AND
LEADERSHIP
STYLE**

0.154	Very Relationship	Low 0.103	Accepts hypothesis	There is no the significant relationship
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It can be observed from the table that the Pearson correlation R- value of latest performance rating and authoritarian / autocratic style is 0.088 and the P- value 0.352. The latest performance rating and participative / democratic style is R – value is 0.18 and the P- value 0.057 while Latest Performance Rating and Delegative / Laissez Faire Style is R – value is 0.146 and the P- value 0.122. Overall , the Latest Performance Rating and Leadership Style with R – VALUE of 0.154 and P- VALUE of

0.103 ; therefore there is no Significant Relationship between principals’ leadership styles and teachers’ performance

On the contrary, Adeyemi (2010) agreed that the effective teachers’ performance can be gain by also improving the duties and responsibilities of principals by proper supervision of teachers lesson planning and make a random checking of and learners output. The Principal also engage in demonstration teaching as needed, gives feedback to open a window of improvement to the teachers allowing his/her to gain confidence on her field. Annual report of activities are being given by the government to also give opportunity not only to the teacher but also the principal to gauge their yearly performance if they are able to achieve their own set of goal align with the mission and vision of the school.

This is evident in the findings which describe the function of the teacher along with the duties of a school principal. The significant relationship found in this study between the democratic/ participative style and teachers’ performance is value added. In most situations, even without force, punishment and rewards people can manage and perform.

SUMMARY OF FINDINGS , CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

This study aimed to determine the influence of Principal’s Leadership Styles and Teachers Performance of Elementary Schools in the District of Norzagaray East during the school year 2018-2019. It employed the descriptive -correlational survey design, in which descriptive, correlational survey research designs are used to collect and analyze data. The researcher also used the Slovin’s formula using stratified sampling technique to get the teacher respondents. A standardized questionnaire was used to evaluate Principals Leadership Style and the Teacher Performance from the respondents which is consisted of 113 teachers. The Weighted Mean and Pearson –R were the statistical tools utilized in the study.

Based on the data gathered, the following findings were drawn :

1. As perceived by the Teachers in terms of Authoritarian / Autocratic Style, ” The principal always retained the final decision making authority within his department or team” attained the highest weighted mean of 4.33(Frequently True) while “Unless approve by the principal the newly hire are not allowed to make decision on their own” with the lowest weighted mean of 2.97 (Occasionally True) respectively. In terms of Participative/ Democratic style, “The principal calls a meeting to get teachers advice when something came up and the principal needs opinion of his/her teacher to solve the issue/ problem to keep the project or plan going” acquired the highest weighted mean of 4.34 (frequently true). However, teachers are more familiar with their job more

than the principal, so the principal allows the teacher to freely do their job using their own and unique strategy the lowest weighted mean of 2.99 (Occasionally true). On

the other hand, in terms of Delegative / Laissez faire Style , “The teacher and the principal needs to come up with the same idea for the best decision for the organization“ acquired the highest weighted mean of 4.18 (frequently true). while “The Principal reprimands teachers who do not follow his instructions in front of other teachers” with the lowest weighted mean of 2.38(seldom true).

2. The teachers performance shows that Latest Performance Rating with a very satisfactory rate , had a frequency of 112 with percentage of 99.12 and Outstanding score with a frequency of 1 with a percentage of 0.88 for a total of 100 percent over-all.

3. The Pearson correlation R – value of 0.154 and P- value of 0.103; therefore there is no Significant Relationship between principals’ leadership styles and teachers’ performance.

Conclusions

Based on the findings of the study, the following conclusions were derived:

1. The teachers considered principal leadership styles practices as “frequently true” for being Authoritarian/ Autocratic and Participative, however the most commonly used Leadership Style in the District of Norzagaray East is Democratic style; which actually is a bit higher that authoritarian but still under frequently true; while teachers find it seldom true for practicing Delegative / Laissez faire Style for their School Principals.

2. Majority of teachers’ Work Performance was rated as “very satisfactory”.

3. There is no Significant Relationship between principals' leadership style and teachers' performance.

Recommendations

Based on the analysis of the data and conclusions drawn, the researchers came up with the following recommendations:

1. Principal leadership style displays how the whole school is doing. This basically promotes progress, innovation, creativity and success. In this regard, Principals should consider variety of leadership styles appropriate to different situations as basis for the improvement and progress of the school. The leader is the heart of every organization, in school. It is the Principal who holds the key to the vital performance of his/ her teachers, parents, and most importantly the learners.

2. It is always the leader who have the final decision, however it is also important to involve the followers which are the teachers in decision making since teachers are the ones who are exposed to the problems being faced by the school and in the field of education. Even though teachers got Very Satisfaction as a result of the Individual Performance Commitment and Review Form(IPCRF), there is still a room for improvement to make it an outstanding result by guiding and helping and walk hand and hand to reach the goal.

3. Based on the results given, there is no signifant relationship between Principals Leadership Styles and Teachers' Performance. There are several factors that can affect Teachers Performance. It could be extrinsic and intrinsic factors. More specifically, extrinsic can be seen through rewards, monetary or non monetary, appreciation and recognition while intrinsic is the inner feeling to get the certain goal achieved. Allowing new hires to make their own decision provided that before implementing their plan , they need to consult the Senior teacher / Head or the Principal. It will help them to be more independent and molding them to become great and successful leaders someday.

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