



TRANSFORMATIVE LEADERSHIP TOWARDS PROGRESSIVE SCHOOL MANAGEMENT

Anna Liza T. Sombillo^a, Cherry Lou P. De Lara^b, April S. Gregorio^c, Ma. Blessie C. Atayde^d

Bagbaguin Elementary School^a

Lapnit Elementary School^b

Graduate Student Bulacan Agricultural State College^c

Narra Elementary School^d

ABSTRACT :

This study described and examined school heads' management and transformative leadership styles in the Schools Division of Bulacan. The study used descriptive correlational research which was participated by 100 randomly selected public elementary school heads. Results revealed that school heads as drivers of effective and efficient school governance and operations strongly agreed that delegative style was one of the best management strategies to be employed in order to effect relevant and cohesive management among their teachers. Apparently, collaborative decision-making as transformative leadership style of school heads helped teachers and the community to establish relevant and progressive education. Conclusively, management approach can effectively promote a collaborative environment among teachers. Hence, delegative leaders are more likely to engage teachers in decision-making processes, fostering a sense of community and shared ownership.

Keywords: school heads, styles, management, transformative, collaborative, decision-making

INTRODUCTION

School leadership and management entails more vital components because it involves the very spine of school operations. As such, school heads' leadership competencies are realized and felt when the same exhibits effective communication, building leadership style, community engagement, stress and conflict management and leading innovation and change. On the other hand, management competencies are successfully implemented when school heads show greater strategic leadership direction, effective school operations, management of resources, focus on teaching and learning process, ideally encourage subordinates to pursue personal and professional development and building connections.

It is further examined based on the study of Egwu (2019) which revealed that the school principal is a leader who is responsible for ensuring the smooth operation of the school through careful planning, coordination, and supervision. Further, the study will find out that the school principal is the person who receives full trust and confidence who ensures institution's goals are met through the efficient application of available resources.

Apparently, leadership and management competencies of school heads are interpreted in parallel form. In leadership competencies, school heads are expected to perform their duties and responsibilities with greater skills, knowledge and abilities that effective leaders or influencers possess and utilize. As such, they manifest strong influence among their subordinates that enable them to meet organizational goals and continued vision of the school which they lead. Meanwhile, as observed by the researcher, management competencies are skills, knowledge and abilities which possess by school heads that help gear the organization towards strategic realization of goals and objectives while fulfilling its mandate in the delivery of quality-based education.

Meanwhile, performance indicators serve as the standardized baseline set forth by the Department of Education among its employees. They serve as the spine of every responsibility of employees, particularly the school heads and teachers for them to be directed and functional to the position they hold. Apparently, performance indicators contain different aspects that directs school heads as to the status of their performance and achievements in line with the mandate of the Department of Education. In line with this, based on the study of Anub (2020) discussed that the main thrust of school heads effective leadership consisted of their instructional leadership practices, teachers' satisfaction and performance indicators. On the same study, it concluded that retention rate, completion rate, graduation rate, promotion rate, repetition rate, dropout rate, failure and cohort survival rate are important indicators as to the success of the school.

Consequently, performance indicators utilized to evaluate the performance of the school heads in terms of enrolment rate, graduation rate, retention rate, dropout rate and cohort survival rate are vital components to determine whether they provide efficient and effective school governance. To stress these performance indicators, the enrolment rate means percentage of eligible learners who are presently enrolled in a particular school while graduation rate refers to the percentage of learners who successfully complete their academic program within the specified time frame. On the other hand, retention rate means as the measure of learners who continue their enrolment at a particular school over a specific period while dropout rate refers to the percentage of learners who leave basic education program before completing the same. Thus, cohort survival rate means as the measure of learners who remain enrolled in a particular program from beginning to the end of the program.

Further, core behavioral competencies as the blueprint of effective and efficient school management and administrations are important to examine because these serve as the metrics of standardized school performance in supervision and management. In this line, core behavioral competencies serve as clear guide that directs school heads effective management within their respective school. The researchers observes that most number of school heads withdrawn their attention in basing their actions and performances to the core behavioral competencies laid by the Department of Education which significantly mislead them as to the proper managerial and supervisory tracks. The researchers also observed that when behavioral competencies are not emphasized and religiously followed by the school heads, teachers in their fulfillment of roles and duties are directly affected as they may be managed and supervised with less or without clear trajectory and obedience as to the department mandates.

Research Questions

This study described and examined the transformative leadership styles of school heads and their management practices among selected public elementary schools in the Schools Division of Bulacan. Specifically, it ought to answer the following questions:

1. How may management styles of school heads be described in terms of democratic style, authoritative style and delegative style?
2. How may transformative leadership styles of school heads be described in terms of visionary, inspiration and collaborative decision-making aspect
3. Is there a significant relationship between the management and transformative leadership styles of school heads?

Theoretical Framework

The study is anchored on Fielder's Contingency Theory which states that being a leader or manager, school heads should impose different leadership and managing styles for different kinds of subordinates. Apparently, in school context, school heads should have a clear goal and objective so as to designate the task to the right teacher who have the passion and qualifications to do the given task. The theory also asserts that school heads should take appropriate actions abed on the current conditions they face. Hence, this study is practical in its essence as it described and examined school heads' transformative leadership and management styles.

METHODOLOGY

This study used a descriptive correlational research design in order to describe and examine school heads' transformative leadership and management styles. The study selected the participation of 100 school heads among public elementary schools in the Schools Division of Bulacan. Thus, the study utilized a researcher-made survey-questionnaire which was subjected to pretesting. The developed survey-questionnaire contained two (2) parts. For part 1, it contained items relating to the transformative leadership styles in terms of visionary, inspirational and collaborative decision-making styles while part 2 contained items relating to the management styles of school heads in terms of democratic, authoritative and delegative styles. Items under part 1 of the developed survey-questionnaire obtained a Cronbach Alpha result of .918 which signified that the items were acceptable while items under part 2 obtained a Cronbach Alpha result of .817 which signified that the items were acceptable. Apparently, use of 4 Likert Scale was employed.

As to the data collection, respondents were given informed consent as to profound their willingness in participating in the study. Meanwhile, respondents received a google form link which contained the items in the survey-questionnaire. The researchers used google form as their data gathering platform to float their questionnaire. Google form link was sent through respondents' personal Facebook messenger accounts. After all the responses have been collected, organization and creation of separate document were made to store the raw data gathered. Meanwhile, for consistency of data gathering procedure, there were follow up questions to the respondents that verified their answers from the survey instrument.

RESULTS AND DISCUSSION

1. Management Styles of School Heads

Table 1.

Management styles of school heads in terms of democratic, authoritative and delegative

| Items | M | Verbal Interpretation |
|---|------|-----------------------|
| Democratic | | |
| 1.allow to carry out decisions | 3.56 | Strongly Agree |
| 2.allow teachers to set priorities | 3.71 | Strongly Agree |
| 3.closely monitor to performance | 3.78 | Strongly Agree |
| 4.allow teachers to hold designations in school | 3.81 | Strongly Agree |

| | | |
|---|------|----------------|
| 5.let teachers understand the power of expression | 3.83 | Strongly Agree |
| Overall Mean | 3.73 | Strongly Agree |
| Authoritative | | |
| 1.retain final decision | 3.45 | Strongly Agree |
| 2.ask for limited insights | 3.33 | Strongly Agree |
| 3.consider only vital suggestions | 3.67 | Strongly Agree |
| 4.tell teachers what has to be done | 3.78 | Strongly Agree |
| 5.create strategies and impose them | 3.78 | Strongly Agree |
| Overall Mean | 3.60 | Strongly Agree |
| Delegative | | |
| 1.give spaces for ideation | 3.81 | Strongly Agree |
| 2.empower teachers' mind and skills | 3.92 | Strongly Agree |
| 3.fill gaps in any supervisory and managerial loopholes | 3.91 | Strongly Agree |
| 4.let teachers adapt with their positions and assignments | 3.87 | Strongly Agree |
| 5.facilitate formal learning in school | 3.88 | Strongly Agree |
| Overall Mean | 3.87 | Strongly Agree |

Legend: 4.00-3.25-Strongly Agree (SA), 3.24-2.50-Agree (A), 2.49-1.75-Disagree (DA), 1.00-1.74-Strongly Disagree (SDA)

As shown in Table 1, school heads' management styles in terms of democratic style obtains an overall mean of 3.73 which is verbally described as "Strongly Agree." This shows that school heads regarding the importance of collaborative decision-making. The high scores for items such as allowing teachers to carry out decisions and understand their power of expression highlight a commitment to fostering a participatory culture. This approach likely enhances teacher morale and engagement, leading to a more motivated and innovative teaching staff. On the other hand, in terms authoritative style. It obtains an overall mean of 3.60 which is verbally described as "Strongly Agree." The result shows that school heads agreed on the necessity of retaining final authority and creating strategies. Also, the result shows that school heads impose clear direction employs founded instructions in the attainment of such goals and objectives. Lastly, delegative styles obtained the highest overall mean of 3.87 which is verbally described as "Strongly Agree." This implies that school heads have commitment to empowering teachers and promoting their professional development. The high scores for allowing ideation and adapting to positions suggest that school heads who adopt this style prioritize autonomy and support for teachers. This approach not only fosters a sense of ownership among staff but also encourages innovative practices and collaboration, ultimately benefiting the school environment and student outcomes.

The results affirmed the study of Sario et al. (2016) that educational praxis is an indication of innovative leadership styles for school leaders. Thus, it revealed that theories are practiced while considering the non- conventional forms of implementation or action relative to the theories being practiced among academes.

2. Transformative Leadership Styles of School Heads

Table 2.

Transformative leadership styles of school heads in terms of visionary, inspiration and collaborative decision-making

| Items | M | Verbal Interpretation |
|---|------|-----------------------|
| Visionary | | |
| 1.articulate clear vision | 3.76 | Strongly Agree |
| 2.compel attainment of vision | 3.82 | Strongly Agree |
| 3.engage stakeholders to create shared vision | 3.91 | Strongly Agree |
| 4.foster sense of ownership | 3.88 | Strongly Agree |
| 5.has commitment among teachers and staff | 3.91 | Strongly Agree |
| Overall Mean | 3.85 | Strongly Agree |
| Inspiration | | |
| 1.motivate teachers to do their best | 3.91 | Strongly Agree |

| | | |
|---|------|----------------|
| 2. encourage teachers to embrace challenges | 3.87 | Strongly Agree |
| 3. celebrate innovation and change | 3.89 | Strongly Agree |
| 4. persistently pursue excellence | 3.91 | Strongly Agree |
| 5. foster enthusiasm and optimism | 3.91 | Strongly Agree |
| Overall Mean | 3.89 | Strongly Agree |
| Collaborative Decision-Making | | |
| 1. promote a culture of collaboration | 3.91 | Strongly Agree |
| 2. employed shared decision-making | 3.93 | Strongly Agree |
| 3. involve teachers in decision making | 3.91 | Strongly Agree |
| 4. value teachers' input and suggestions | 3.91 | Strongly Agree |
| 5. foster sense of community | 3.94 | Strongly Agree |
| Overall Mean | 3.92 | Strongly Agree |

Legend: 4.00-3.25-Strongly Agree (SA), 3.24-2.50-Agree (A), 2.49-1.75-Disagree (DA), 1.00-1.74-Strongly Disagree (SDA)

As shown in Table 2, school heads' transformative leadership styles in terms of visionary which obtained an overall mean of 3.85 which is verbally described as "Strongly Agree." This implies that school heads strongly agreed on the importance of articulating a clear vision and fostering ownership among teachers and staff. High scores for items such as engaging stakeholders to create a shared vision and compelling the attainment of that vision indicate that school heads are effective in creating a forward-looking environment that encourages collective commitment and direction. This visionary approach not only aligns the school community towards common goals but also enhances motivation and accountability among staff. On the other hand, in terms of inspiration, it obtained an overall mean of 3.89 which is verbally described as "Strongly Agree." This shows that school heads strongly agreed to the necessity of their roles in motivating teachers and fostering a culture of excellence. Items such as motivating teachers to do their best and encouraging them to embrace challenges highlight the leaders' effectiveness in nurturing a positive and optimistic atmosphere. The emphasis on celebrating innovation and change demonstrates a commitment to recognizing and rewarding efforts that contribute to the school's growth. This inspirational leadership style is crucial for maintaining high morale and encouraging continuous professional development among teachers. Lastly, in terms of collaborative decision-making which obtained an overall mean of 3.92, verbally described as "Strongly Agree." This suggests that school heads strongly agreed on the value of shared decision-making and collaboration. High scores for items like promoting a culture of collaboration and valuing teachers' input and suggestions suggest that school heads prioritize inclusivity and teamwork in their leadership practices. The commitment to involving teachers in decision-making processes fosters a sense of community and belonging, further enhancing teacher engagement and satisfaction. The results supported the study of Capuyan et.al. (2014) which they revealed that interpersonal communication and understanding invited harmonious relationships among organizations. Practically, transformative leadership styles among school heads, particularly in fostering a clear vision, inspiring teachers, and promoting collaborative practices. These elements are essential for creating a positive school culture that supports both teacher development and student success. The strong agreement on these leadership qualities indicates that school heads play a pivotal role in shaping an environment conducive to growth, innovation, and shared ownership of educational goals.

3. Relationship Between School Heads' Management and Transformative Styles

Table 3.

Relationship between School Heads' Management and Transformative Styles

| Management Styles | Transformative Styles | | |
|-------------------|-----------------------|---------------|-------------------------------|
| | Visionary | Inspirational | Collaborative Decision-Making |
| Democratic | 0.115 | 0.258 | 0.088 |
| | 0.428 | 0.071 | 0.545 |
| | 100 | 100 | 100 |
| Authoritative | 0.089 | 0.042 | .304* |
| | 0.538 | 0.77 | 0.032 |
| | 100 | 100 | 100 |
| Delegative | 0.21 | 0.037 | .281* |
| | 0.144 | 0.798 | 0.048 |
| | 100 | 100 | 100 |

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

*.Correlation is significant at 0.01 level (2-tailed)

As shown in Table 3, authoritative style is positively correlated with collaborative decision-making ($r=.304$) which implies that management approach can effectively promote a collaborative environment among teachers. On the other hand, delegative style is positively correlated with collaborative decision-making ($r=.281$) which implies that delegative leaders are more likely to engage teachers in decision-making processes, fostering a sense of community and shared ownership. Practically, the result shows that school heads should strive to balance their management styles to enhance their transformative leadership capabilities. Emphasizing democratic practices while incorporating elements of delegation can create an environment that not only fosters collaboration but also inspires and motivates teachers. Future research could further explore how these relationships impact overall school performance and teacher satisfaction, providing deeper insights into effective leadership practices in educational settings. The results supported the study of Barredo (2020) which revealed that focal considerations of school heads thereby forming their effective instructional supervision.

CONCLUSION

School heads as drivers of effective and efficient school governance and operations strongly agreed that delegative style was one of the best management strategies to be employed in order to effect relevant and cohesive management among their teachers. Apparently, collaborative decision-making as transformative leadership style of school heads helped teachers and the community to establish relevant and progressive education. Conclusively, management approach can effectively promote a collaborative environment among teachers. Hence, delegative leaders are more likely to engage teachers in decision-making processes, fostering a sense of community and shared ownership.

RECOMMENDATIONS

Further scientific investigation is recommended in examining and analyzing the effectiveness of transformative leadership styles used by school heads in governing their school.

REFERENCES

1. Anub, J., (2020). School, family and community partnerships: Your handbook for action (3rd ed.). Thousand Oaks, CA: Corwin.
2. Barredo, M. G. S. (2020). Impact Statement on the K to 12 Science Program in the Enhanced Basic Education Curriculum in Provincial Schools. *Journal of Arts, Science & Commerce*, pp. 26-27
3. Capuyan E. J. (2014). How Teachers view the need to develop self – mastery skills among teacher education students? *Asia Pacific Journal of Multidisciplinary Research*, Vol. 3, Vol. 4 Part III.
4. Egwu, L. (2019). *Applied Programmed Instruction*. New York: John Wiley and Sons.