Change Facilitator Styles of School Heads Towards Public Elementary School Effectiveness

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ABSTRACT:

This study titled, "Change Facilitator Styles Of School Heads Towards Public Elementary School Effectiveness" explored the change facilitator styles of school heads and their relationship with public elementary school effectiveness in Mauban, Quezon for the school year 2024–2025. Using a descriptive-correlational quantitative design, the research aimed to assess the level of observance of five key leadership domains—Vision and Goal Setting, Structuring the School as a Workplace, Collaborating and Delegating, Decision Making, and Guiding and Supporting—among school heads as perceived by teachers. Additionally, it sought to evaluate school effectiveness in terms of leadership, basic education services, learning environment, human resource management, and community involvement.

Data were collected from randomly selected teachers across multiple schools in Mauban North District using a validated survey instrument. Statistical analyses, including mean, standard deviation, and Pearson Product-Moment Correlation, were employed to examine the relationships between leadership practices and school effectiveness.

Findings revealed that school heads consistently demonstrated highly effective change facilitation behaviors across all measured domains. Likewise, schools were rated as highly effective in leadership, instructional quality, environment, staff development, and community engagement. Significantly, a strong positive correlation was found between change facilitator styles and overall school effectiveness, leading to the rejection of the null hypothesis.

The study concludes that school heads' leadership styles significantly influence the effectiveness of public elementary schools. It recommends sustained professional development for school leaders, institutionalized stakeholder engagement, and system-wide alignment of educational goals and support mechanisms to foster a culture of continuous improvement.

Keywords: Change Facilitator Styles, School Leadership, Effectiveness, Stakeholders

Introduction:

Teachers and school administrators have seen significant changes in their workplaces over the years as the educational landscape continues to evolve at a breakneck speed. In summary, it is necessary to build effective management with them. Since it has a significant impact on teacher motivation and effectiveness as well as the atmosphere and climate of schools, school and personnel management has gained attention in education agendas. To increase the effectiveness and equity of education, the school and its employees must implement effective management techniques (Borgoños, 2022).
In this connection, Cruz et. al, (2016) mentioned that as managers and leaders, school heads determine the course of their institutions. In essence, they are in charge of the school's general operations. Their roles are becoming more complicated, varied, and difficult because to the significant changes in the scope, range of competencies, and required abilities of running the school. As educational leaders and managers, school heads play a crucial role in the following areas of management: curriculum and instruction, financial and budgetary management, school plant and facilities, student services, community relations, school improvement plan, and the institution's vision, mission, and goals. The difficulties principals encounter on a daily basis, where responsibility, difficulties, and integrity as managers and leaders are still at risk, are brought to light by the identification of competences required to operate in these areas. The essential competencies in these areas of management greatly influence the effectiveness and efficiency of the performance of the school as a whole.

Also, Aquino et. al., 2021, mentioned that nowadays, all governments around the world are concerned with advancing their educational systems and making them more effective and meaningful. Education provides the basis for the development of the skills of the human capital designed to accomplish the strategic goals. As such, education must be fundamental. Successful schools are the results of competent governance demonstrated by the school heads in collaborative partnerships with relevant stakeholders.
Exceptional leaders have always been rare, but many believe that they can be made as well as born (Abrashoff, 2002, as cited in Borgoños 2022). However, little is known about the manner in which school leaders achieve their goals. The leadership style of the principal should be considered when

analyzing the academic success of the kids. Student success is significantly impacted by both the effectiveness of classroom instructors and the leadership of the principal.

The concepts discussed underscore the vital role of the school head in leading and managing the school. For these reasons and situations, the researcher was motivated to conduct the study to give insights on different change facilitator style and management practices toward school effectiveness of the school heads of Mauban North District.

Methodology:

This chapter presented the procedures that the researchers used in conducting their study. Specifically, this included the research design, research locale, research population, research instrument, data gathering procedures and statistical treatment of data.

Research design

This study utilized the descriptive correlational quantitative method of research which made use of the questionnaire in gathering the necessary data. Descriptive correlational design was used in research studies that aimed to provide static pictures of situations as well as established the relationship between different variables (McBurney & White, 2009, as cited in War, W. and Barlis, M. 2023). This research design was applicable in this study because the present study determined the correlation between the change facilitator style and the school effectiveness. The questionnaire was the main tool in gathering information from the respondents.

Respondents of the Study

- The respondents of this study were the teachers of Mauban Quezon chosen through random sampling technique.
- The table below presents the profile of respondents who were utilized in the present study.

Table 1

Profile of the Respondents

Profile	Details	Gender		Designation					
		Female	Male	MT I	MT II	T I	T II	T III	Sub
School	Baao ES	9	-	-	-	4	1	3	1
	Balaybalay ES	8	3	1	-	4	2	3	1
	Concepcion ES	6	1	-	-	3	2	1	1
	Liwayway ES	15	1	1	-	11	1	1	2
	Mabato ES	10	3	-	1	7	1	3	1
	North I ES	28	7	3	2	6	2	17	5
	North II ES	8	1	1	-	2	-	4	2
	Remedios I ES	3	2	-	-	2	-	3	-
	Remedios II ES	3	2	-	-	2	2	-	1
	San Lorenzo ES	13	3	-	-	4	4	6	2
	San Miguel / San Rafael ES	7	1	1	-	2	1	4	-
	SWA ES	6	3	2	-	4	-	2	1
	Tejero ES	4	3	-	-	5	1	1	-
Length in Service	0-5 years	25	10	-	-	18	-	-	17
	6-10 years	46	8	2	-	29	8	15	-
	11-15 years	25	5	3	1	8	6	12	-
	16-20 years	6	4	1	-	-	-	9	-
	21-25 years	8	1	1	-	1	3	4	-
	26-30 years	7	-	2	-	-	-	5	-
	31-35 years	3	2	-	2	-	-	3	-
Highest Educational Attainment	Bachelor's Degree	54	12	-	-	35	5	10	16
	Diploma in Teaching	1	-	1	-	-	-	-	-
	with MA Units	29	9	-	-	13	8	16	1
	with MA Degree	36	9	8	3	8	4	22	0

Based on the data presented, the majority of the respondents are from Mauban North Elementary School I, with a total of 35 teachers. In terms of gender, most are female**.** Regarding designation, the highest number of teachers fall under Teacher I with 58 individuals, followed by Teacher III with 23. For length of service, the largest group of respondents has 6–10 years of experience (54 teachers). When it comes to educational attainment, most of the respondents hold a Bachelor's Degree (66 individuals), while a significant number also have earned MA degrees (36) or have MA units (29), reflecting a generally well-educated teaching workforce in Mauban, Quezon.

Research Instrument

The researcher employed an adopted checklist featuring various indicators of change facilitator styles, along with a self-made questionnaire, as the primary data-gathering instruments. The questionnaire consisted of a series of planned, written questions related to the study's topic, with space provided for respondents to indicate their answers. It served as a structured form completed by the participants and was developed through a review of relevant literature, including books, journals, and theses related to the research topic.

The data-gathering instrument was divided into five parts:

- Part I focused on the respondents' demographic profile, including age, sex, and position.

- **Part II** consisted of a checklist assessing the change facilitator styles of school heads in the Mauban North District. Respondents evaluated their school heads across several dimensions: vision and goal setting, structuring the school as a workplace, managing change, collaboration and delegation, decision-making, and providing guidance and support.
- **Part III** captured the respondents' perceptions of school effectiveness, measured in terms of school leadership, management and operations, basic education services, learning environment, human resource management and development, and parent and community involvement. Responses were rated using a four-point Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree.
- **Part IV** assessed the perceived impact of school heads' change facilitator styles on school effectiveness, particularly in areas such as school leadership, teacher quality, curriculum and instruction, school culture and climate, parental involvement, and student characteristics. This section also used a four-point Likert scale.
- **Part V** examined the effects of school heads' management practices on school effectiveness using the same domains as Part IV. However, this section utilized a five-point Likert scale: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.

Research Procedure

In this study, the researcher developed a questionnaire as the primary instrument for data collection. To ensure its relevance and accuracy, the researcher conducted extensive readings of related literature, including previous studies, books, pamphlets, and online sources. These references provided valuable insights that helped shape the questionnaire, particularly in addressing the main research problem and its sub-problems.

With the endorsement of the research adviser, the researcher sought and obtained approval from the Schools Division Superintendent, the Public School District Supervisor, and the respective school heads to conduct the study. Once approved, the questionnaires were distributed to the selected respondents in the Mauban North District.

Following the collection of the completed questionnaires, a systematic process of data organization, analysis, and interpretation was undertaken using suitable statistical methods. This ensured a rigorous and methodical approach to data handling and analysis, maximizing the reliability and validity of the research finding.

Finally, the researcher carefully interpreted the results of the statistical analysis. This involved a critical examination of the findings, considering their implications in the context of the research questions and the broader literature. The interpretation process involved a careful consideration of potential limitations and biases, ensuring a balanced and nuanced presentation of the results. The entire process, from securing approvals to interpreting the results, adhered to rigorous standards of research methodology, maximizing the reliability and validity of the research findings.

Table 2.

Test of Reliability

Subscales	Items	Cronbach's Alpha	Interpretation
Change Facilitator Style			
Vision and Goal Setting	5	.895	Good
Structuring the School as a Workplace	5	.867	Good
Collaborating and Delegating	5	.907	Excellent
Decision Making	5	.915	Excellent
Guiding and Supporting	5	.860	Good
School Effectiveness School Leadership, Management and Operations	5	.947	Excellent

Basic Education Services	5	.919	Excellent
Learning Environment	5	.889	Good
Human Resource Management and Development	5	.967	Excellent
Parents Involvement and Community Partnership	5	.953	Excellent

Legend: a ≥ 0.9 Excellent, 0.9 > a ≥ 0.8 Good, 0.8 > a ≥ 0.7 Acceptable, 0.7 > a ≥ 0.6 Questionable, 0.6 > a ≥ 0.5 Poor, 0.5 >a Unacceptable

It is noted in the given table that before the conduct of the study, the researcher checked the reliability through pilot testing and it resulted that all parameters passed with cronbach's alpha of good to excellent levels.

Statistical Treatment of Data

To analyze the result of the study on the descriptives as to the level of observance of the respondents on change facilitator styles and describing the level of school effectiveness, mean and standard deviation were used.

To provide the discussion on the relationship between the change facilitator style and the school effectiveness, Pearson product moment correlation was used.

Objective:

1. To determine the effects of change facilitator style towards school effectiveness.

Results

This chapter presents the results of the study, the analyses, and the interpretation of gathered data.

Summary Table on Level of Observance to Change Facilitator Styles of the School Heads

Subscale	Mean	SD	Verbal Interpretation
Vision and Goal Setting	3.88	0.27	Highly Observed
Structuring the School as a Workplace	3.85	0.29	Highly Observed
Collaborating and Delegating	3.87	0.30	Highly Observed
Decision Making	3.88	0.28	Highly Observed
Guiding and Supporting	3.87	0.28	Highly Observed
Overall	3.87	0.28	Highly Observed

Legend: 3.50-4.00 Highly Observed, 2.50-3.49 Observed,1.50-2.49 Less Observed, 1.00-1.49 Not Observed

Table 8 shows summary on the level of observance to change facilitator styles of the school heads. It shows that all five leadership areas—Vision and Goal Setting (M = 3.88, SD = 0.27), Structuring the School as a Workplace (M = 3.85, SD = 0.29), Collaborating and Delegating (M = 3.87, SD = 0.30), Decision Making (M = 3.88, SD = 0.28), and Guiding and Supporting (M = 3.87, SD = 0.28)—were rated as "Highly Observed." With an overall mean of 3.87, this suggests that school heads consistently show strong leadership skills. These findings fit with Hall and Hord's (2015) framework of Change Facilitator Styles, which includes Initiators, Managers, and Responders.

The high rating for Vision and Goal Setting shows that school heads have a clear, student-centered vision, which is a trait of the Initiator style. Initiators are visionary, motivating, and focused on improving schools. Sheron and Davies (2023) emphasize that effective leadership requires aligning personal values with goals. Supereval (2024) also stresses the importance of clear communication and aligning goals.

The high score for Structuring the School as a Workplace shows that school heads are good at organizing systems and resources, reflecting the Manager style. Managers focus on creating order and making sure things run smoothly. This is backed by Hall and Hord (2015) and Miles and Ferris (2015), who highlight the importance of improving resource structures to make schools more responsive.

The high score in Collaborating and Delegating shows that school heads value teamwork and shared leadership. Initiators empower others, while Managers delegate tasks for better organization. Amato (2023) points out that effective delegation helps team members grow, and Steward (2015) notes that collaboration builds trust and innovation.

The Decision-Making subscale indicates that school heads make timely, well-thought-out decisions with input from others. Initiators make bold, vision-driven decisions, while Managers focus on practical aspects. Miller (2021) and Joseph (2020) emphasize the importance of listening to staff and making decisions transparently.

The Guiding and Supporting subscale show that school heads are committed to helping and motivating teachers. Both Initiators and Managers support their staff, whether through inspiration or practical assistance. Studies from the Minnesota School of Education (2019) and Joseph (2020) show that leaders who provide feedback and model professionalism improve teaching.

Overall, the school heads in this study show a mix of the Initiator and Manager styles. They are visionary, strategic, and supportive. The less common Responder style, which is more passive, contrasts with Murat et al. (2014), who found many school leaders to be Responders. This study suggests that the school heads are more proactive in leading change.

In conclusion, these results support Isa et al. (2020), who argue that effective leadership requires a balance of concern for others, good organization, and strategic thinking. This approach addresses both the technical and personal aspects of school improvement.

Table

Test of Significant Relationship between the Change Facilitator Style and School Effectiveness

Change Facilitator Styles	School Effectiveness				
	School Leadership, Management and Operations	Basic Education Services	Learning Environment	Human Resource Management and Development	Parents Involvement and Community Partnership
• Vision and Goal Setting	0.691**	0.730**	0.525**	0.694**	0.671**
• Structuring the School as a Workplace	0.652**	0.813**	0.601**	0.659**	0.729**
• Collaborating and Delegating	0.774**	0.780**	0.601**	0.756**	0.757**
• Decision Making	0.794**	0.749**	0.650**	0.688**	0.727**
• Guiding and Supporting	0.726**	0.649**	0.589**	0.651**	0.660**

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

The findings from the analysis of the relationship between Change Facilitator Styles (CFS) and school effectiveness emphasize the pivotal influence of leadership in advancing various dimensions of school performance. The results indicate strong positive correlations between specific leadership behaviors namely Vision and Goal Setting, Structuring the School as a Workplace, Collaborating and Delegating, Decision Making, and Guiding and Supporting and multiple aspects of school effectiveness.

Firstly, the dimension of Vision and Goal Setting emerged as a significant driver of improvement in school operations, instructional quality, and community engagement. It has a strongest correlation with Basic Education Services and Learning Environment. It was shown that the school leaders in Mauban North District clearly set and communicate a vision and goals to have a better education services and more effective learning environment. This was shown in the different programs and projects listed in their School Improvement Plan and Annual Implementation Plan. This finding aligns with the work of Chauvin and Sennun (2002), who underscored the role of visionary leadership in cultivating a positive school climate that supports teaching and learning.

Secondly, the behavior categorized as Structuring the School as a Workplace has a strongest correlation with Basic Education Services and Parents Involvement. Schools in Mauban North District have a well-organized and structured workplace that support quality education and strengthen parent/community involvement. School leaders organized an efficient, collaborative, and goal-oriented school environment to help establish conditions that support teacher effectiveness and student success. This reinforces Aquino et al.'s (2021) conclusion that strategic leadership practices significantly impact teacher motivation and performance.

The study also highlights the importance of Collaborating and Delegating, which has a strongest correlation with school leadership and parents' involvement. This only shows that school leaders effectively shared responsibilities and promoted teamwork. They distributed leadership responsibilities and involve staff in decision-making, they promote ownership, trust, and mutual accountability. This can be shown in their School Organizational Chart where each staff have an assign coordinatorship. This observation echoes Sennun's (2002) and Rodriguez and Cudiamat's (2021) findings on the benefits of collaborative leadership in enhancing teacher morale and performance.

In terms of Decision Making, the study finds that it has a strongest correlation with school leadership and basic education services. This suggests that school heads have an inclusive and effective decision-making practice which are crucial to strong leadership and improving core education services. They involve pupils, teachers, parents and stakeholders in effective decision-making to ensure that policies and practices are responsive to the unique needs of the school community. These findings are consistent with the work of Akram and Munir (2021), who identified evidence-based decision-making as a cornerstone of effective educational leadership.

Finally, the dimension of Guiding and Supporting staff is shown to be critical in fostering a growth-oriented school environment. School heads mentored, encouraged, and provided ongoing professional support to teachers to sustain their motivation and commitment. They conducted different trainings such as In-service trainings and Learning Action Cell to help teachers keep up to date with the new trends in giving educational services. This aligns with Omogbehin's (2013) research, which demonstrated that supportive leadership directly contributes to improved teacher performance and student achievement.

Change Facilitator Styles is essential for achieving and sustaining school effectiveness.

This is consistent with several studies that demonstrate the importance of strong leadership in attaining and sustaining academic success, particularly when leaders employ a variety of approaches to steer change. By fostering a collaborative atmosphere and a shared goal, transformational leadership—which prioritizes teamwork, motivation, and vision—helps raise student achievement and teacher engagement (Mellbaou, 2023; Emerald Group

Publishing, 2023). Student outcomes and overall school performance are directly enhanced by instructional leadership, which emphasizes teacher and academic development (R.S.I. International, 2023). Long-term success depends on democratic leadership, which promotes creativity, productivity, and a strong school community through shared decision-making (Verywell Mind, 2023).

Additionally, leaders who adapt their styles to meet changing needs are more successful in creating a positive school culture and improving performance (Abacademies.org, 2023). Together, these studies show that a balanced approach to leadership—combining clear vision, strategic planning, shared responsibility, informed decisions, and ongoing support—drives academic success, professional growth, and community involvement in schools.

Conclusion

Based on the summarized findings, below is the conclusion:

The hypothesis stating that there is no significant relationship between the change facilitator style and school effectiveness is not sustained

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