

School Heads' Leadership Style to Beginning Teachers' Performance in the Schools Division of City of San Jose Del Monte

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Abstract

Every school principal manages their institution differently and has a unique influence on both teachers and students. School heads' unique and different leadership styles have an impact on the performance of their teachers, students, and schools in general (Ahamed, 2020). This study explored the effect of three leadership styles of school heads which are transformational, transactional, and laissez-faire, on the performance of beginning teachers. There are fifty-three (53) beginning teachers from the Schools Division of the City of San Jose del Monte who identified the leadership styles of their school heads and were assessed in terms of their performance as reflected on their Individual Performance and Commitment Rating Form (IPCRF). Results showed that there is a low positive correlation between school head's leadership styles and beginning teachers' performance. Furthermore, the study showed that among the three leadership styles, only the Transactional leadership style has a significant effect on beginning teachers' performance. The difference in results may be due to the number of years of beginning teachers in their respective schools and that there is still no strong relationship formed between leaders and teachers. Thus, beginning teachers rely on certain rewards and punishments based on their work performance.

Keywords: education, leadership, teachers' performance, assessment, correlation, Philippines

Introduction

School heads' unique and different leadership styles have an impact on the performance of their teachers, students, and schools in general (Ahamed, 2020). Since it is proven through various studies that the different leadership styles affect teachers' performance, this study focuses on a particular group of educators in the academe - beginning teachers.

Newly hired teachers are categorized as Beginning teachers or in Career Stage 1 in the Philippine Professional Standard for Teachers (Department of Education, 2017). These educators have gained the qualifications recognized for entry into the teaching profession. They [1] have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy; [2] possess the requisite knowledge, skills, and values that support the teaching and learning process; [3] manage learning programs and have strategies that promote learning based on the learning needs of their students; and, [4]

seek advice from experienced colleagues to consolidate their teaching practice. As per teaching experience, beginning teachers are those who are teaching for one to three years. Most of which are part of the younger generation.

A good and encouraging learning environment for students and teachers depends on effective school heads that practice empowering forms of leadership. The task of every school administrator is already difficult to fill but it becomes more challenging as time goes by, more so in the 21st century. Managing and addressing generational gaps and differences among teachers who are on different career stage levels is one of those challenges. Since older and younger teachers can bring significant generation gaps to the classroom, it is important to address such. More so, in the coming years, schools will begin hiring teachers who were part of Generation Z - those who were born after the turn of the millennium. These young adults will bring a whole new set of habits, expectations, and life experiences into the classroom. And that, in turn, will create a whole new set of challenges for school heads who are, in the majority, a part of the older generation (Walden University, n.d).

On the other hand, there were also reports on how school heads are finding difficulties in handling and leading beginning teachers from their respective schools. Thus, identifying the most effective and most suitable leadership style of school heads for the beginning teachers and how it affects their performance.

The Schools Division of the City of San Jose del Monte has created several programs and initiatives to assist the professional development of its teaching workforce because it understands the value of school leadership. The impact of school leaders' leadership styles on the success of beginning teachers in the Division, on the other hand, has not been substantially examined.

Studies by Abasilim et al., (2018) and Rehman et al (2012) have provided important evidence that transformational leadership, transactional leadership, and laissez-faire leadership styles are widely accepted and that become topics of interest to many scholars who focus on research in leadership contexts.

In other contexts such as employee engagement, studies have found that there is a definite association between transformational leadership, transactional leadership, and laissez-faire leadership styles and employee work engagements; in which transformational leadership style and transactional leadership styles have a positive relationship with

employee engagement, whereas laissez-faire leadership styles have a negative relationship with employee engagement (Abasilim et al., 2018; Dariush et al., 2016; Yasir et al., 2016).

Since there is a generational gap between beginning teachers and administrators, it is crucial to raise educational standards to comprehend how school administrators' leadership philosophies affect the performance of new teachers.

At the San Jose del Monte Schools Division, this study examined the effectiveness of beginning teachers concerning the leadership styles of school administrators. By examining the relationship between school leaders' leadership styles and the performance of new teachers and by pinpointing the individual leadership behaviors that have the most effects on teacher performance, this study intends to fill a gap in the literature.

Objectives of the Study

The research objectives of this study are designed to explore the dynamics of leadership within educational institutions and their impact on teacher performance. Specifically, the study aims to achieve the following specific objectives:

1. Examine the extent to which school principals exhibit the following leadership styles:
 - 1.1. Laissez-faire
 - 1.2. Transformational
 - 1.3. Transactional

2. Assess the performance of beginning teachers as defined by the Philippine Professional Standards for Teachers, utilizing the results from the Individual Performance Commitment and Review Form (IPCRF).

3. Investigate the relationship between the leadership styles of school heads and the performance outcomes of beginning teachers.

4. Based on the empirical findings, recommend leadership approaches for school principals that are most effective in enhancing the performance of beginning teachers.

Methodology

The study was conducted in the Schools Division of San Jose del Monte, Bulacan, aiming to explore the influence of various leadership styles on the successful integration of beginning teachers into schools and to identify effective leadership techniques that could be adopted in other educational contexts. It focused on three primary leadership styles: transactional, transformational, and laissez-faire, grounded in the widely recognized full-range leadership model (Furtner, Baldegger, & Rauthmann, 2013).

A descriptive quantitative research design was employed, utilizing regression analysis to measure the correlation between school heads' leadership styles and the performance of beginning teachers. Descriptive quantitative research involves collecting and statistically analyzing numerical data to describe demographics and other characteristics through statistical analysis (Voxco, 2021).

The population for the study comprised school heads and beginning teachers from the Schools Division of the City of San Jose del Monte, Bulacan, which includes 53 schools across 10 districts, encompassing both elementary and secondary schools. Using Cluster and Purposive Sampling Methods, the researcher selected one accessible district and included all beginning teachers from that district in the sample, resulting in fifty-three (53) beginning teachers from District 9 being studied.

Two research instruments were utilized: a leadership style scale adapted from the Multifactor Leadership Questionnaire (MLQ) Form 6S, and the Philippine Professional Standards for Teachers (PPST) Individual Performance Commitment and Review Form. The leadership scale, a modified version of the Multifactor Leadership Questionnaire, was validated for reliability and validity by experts before being converted to a Google Forms survey for ease of data collection. This Likert scale, consisting of twenty-one items, was designed to assess the level of leadership style exhibited by each school head.

Approval to conduct the study was obtained from the Schools Division Office. Following this, the researcher sought permission from the school heads of District 9 to distribute the questionnaire. The beginning teachers were also asked for their consent to disclose their grades from the Individual Performance Commitment and Review Form, with confidentiality maintained throughout the data collection process. Once the data was collected, it was subjected to statistical analysis using Multiple Regression Analysis, Mean, and P-value to interpret the findings.

Results and Discussion

This part of the study discusses the results and analysis of the findings after collecting the data.

1. Leadership styles demonstrated by the school heads in terms of Transactional, Transformational, Laissez-faire

Table 1

Extent of Leadership Styles

Leadership Style	Mean	SD	Interpretation
Transactional	3.08	0.63	High Extent
Transformational	3.30	0.76	High Extent
Laissez-Faire	3.36	0.62	High Extent

The table above shows that in terms of the extent to how the leadership styles are demonstrated by school leaders, it showed that the school leaders demonstrated a high level of each of the leadership styles with Laissez-Faire as the highest. Laissez-faire leadership does not get too involved and does not use micromanagement. It builds on the attitude of trust and reliance on employees. As the National Society of

Leadership and Success (2022) said “When the laissez-faire leadership style is used in the right setting, there are a lot of benefits. Because laissez-faire leadership encourages freedom, team members are more independent, productive, and confident to continue holding their own.”

In the questionnaire, there are ten for transformational leadership (Question nos. 1,3,4,8,9,10,15,16,17,18), seven for transactional leadership (Question nos. 2, 5, 6, 12, 19, 20), and four for laissez-faire leadership (7, 13, 14,21). The low values of the standard deviations mean that the answers of the respondents are not spread or are near the mean.

The school heads’ extent of leadership styles demonstrated by school heads as assessed by beginning teachers are high on all three leadership styles. Thus, school heads balance the three styles of leadership in their respective schools. It is also important to note that the highest in terms of mean is Laissez-faire leadership.

There is a significant low correlation between leadership styles and beginning teachers’ performance. In essence, a significantly low correlation suggests that particular exposure has an impact on the outcome variable, but that there are other important determinants as well. Thus, we can conclude that school heads’ leadership style still has an impact on the performance of the beginning teachers. All three leadership styles are of high extent as per beginning teachers’ assessment yet only Transactional leadership has a significant impact among the three. Transactional leadership or managerial leadership is a leadership style where leaders rely on rewards and punishments to achieve optimal job performance from their subordinates.

2. Beginning teachers’ performance as described by the Philippine Professional Standards for Teachers in terms of the Individual Performance Commitment and Review Form results

The table above shows that all 56 beginning teachers got a very satisfactory rating in their Individual Performance Commitment and Review Form (IPCRF). The highest score in the IPCRF is 5 and the mean rating is 4.23 which is equivalent to a very satisfactory rating, and the standard deviation is 0.26.

A high mean means that the teachers significantly performed well in the previous year in terms of their teaching. The standard deviation is low means that their ratings are significantly near each other and not dispersed.

Table 2
Beginning Teachers' Performance

Respondent Number(RN)	Numerical Rating(NR)	Adj. Rating (AR)	RN	NR	AR	RN	NR	AR	RN	Rating	AR
1	4.21	VS	15	4.19	VS	29	4.32	VS	43	3.50	VS
2	4.46	VS	16	4.24	VS	30	4.62	VS	44	3.95	VS
3	4.46	VS	17	4.39	VS	31	4.35	VS	45	4.15	VS
4	4.34	VS	18	4.41	VS	32	4.39	VS	46	3.75	VS
5	4.46	VS	19	4.11	VS	33	4.00	VS	47	4.50	VS
6	3.98	VS	20	4.23	VS	34	4.62	VS	48	4.50	VS
7	4.46	VS	21	4.46	VS	35	4.35	VS	49	3.65	VS
8	4.21	VS	22	4.74	VS	36	4.40	VS	50	4.10	VS
9	4.72	VS	23	4.51	VS	37	4.10	VS	51	4.35	VS
10	4.42	VS	24	4.17	VS	38	4.00	VS	52	4.00	VS
11	4.15	VS	25	4.47	VS	39	4.15	VS	53	4.40	VS
12	4.33	VS	26	3.72	VS	40	4.55	VS	54	4.05	VS
13	4.01	VS	27	4.25	VS	41	4.5	VS	55	3.90	VS
Mean	4.23		Adjectival Rating		Very Satisfactory (VS)			Standard Deviation		0.26	

3. School Heads' Leadership Styles that Affect Beginning Teachers' Performance

Table 3
Regression Analysis Table for Leadership Styles and Teacher's Performance
 Regression Statistics

Multiple R	0.491				
R Square	0.24				
Adjusted R Square	0.20				
Standard Error	0.23				
Observations	56				
ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	3	0.92	0.31	5.58	0.0021
Residual	52	2.87	0.06		
Total	55	3.80			
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	
Intercept	3.74146845	0.177937	21.02	4.37E-27	
Transformational	0.04203089	0.1250144	0.3362	0.73806678	
Transactional	0.16081342	0.0801180	2.0072	0.04993852	
Laissez-Fairre	0.03469042	0.1033146	-0.336	0.73839195	

The table shows that R square is equal to 0.24, therefore, school heads' leadership style in general accounts for 24% of the variance in beginning teachers' performance. This means that there are other factors affecting beginning teachers' performance but 24% can be accounted to the leadership style of the school heads.

Also, since the significance F is 0.0021 and is less than 0.05 significance level, we can conclude that school heads' leadership style has a significant effect on beginning teacher's performance. We can also conclude that there is a positive weak correlation between the two variables.

4. Proposed school heads' leadership styles for beginning teachers' performance

Table 4
Correlation of Each Leadership Style to Beginning Teachers' Performance

<i>Leadership Style</i>	<i>Regression Equation</i>	<i>P-value</i>	<i>Interpretation</i>
Transactional	$y = 3.74 + 0.042x$	0.74	Not Significant
Transformational	$y = 3.74 + 0.161x$	0.049	Significant
Laissez-Faire	$y = 3.74 - 0.03x$	0.74	Not Significant

Table 4 displays that only transactional leadership style has a significant relationship to beginning teachers' performance considering a 0.05 significance level. Transactional leadership or managerial leadership is a leadership style where leaders rely on rewards and punishments to achieve optimal job performance from their subordinates. This is in line with the study by Sundi (2013) that transactional leadership also plays a positive part in the performance of subordinates.

Based on the findings of this study, transformational leadership does not affect beginning teachers' performance. Previous research by Bass and Avilo (2008) stated that transformational leadership has a major impact on employee motivation and performance, yet this study stated otherwise. A study about how it might be significantly different as per the number of years in teaching is recommended. The transactional leadership style of school heads significantly affects the performance of beginning teachers; thus, school heads might consider providing teachers who have one to three years of teaching experience with clear instructions of what they are expected to do and the clear consequences when they do not do what they are expected to do. A more enhanced and comprehensive Teacher-Induction Program should be done within the school context. A more particular and detailed plan of mentoring for beginning teachers will be a good start for the linking of leadership styles and performance based on the Philippine Professional Standards for Teachers.

Conclusions

According to Ahamed (2020), a school head's unique leadership styles have an impact on the performance of teachers, students, and the school in general. This study proved that the school heads' leadership styles constitute 24% of beginning teachers' performance and have a weak positive correlation with each other. In essence, a significantly weak correlation suggests that particular exposure has an impact on the outcome variable, but that there are other important determinants as well.

The school heads' leadership styles that are covered in this study are reduced to three which are transformational, transactional, and laissez-faire. Studies by Abasilim (2018), Dairush (2016), and Yasir (2016) all agreed that transformational and transactional leadership styles have a positive relationship to employees' work engagement. The study proved that there is a positive correlation between transactional

leadership styles. Yet, on the contrary, this study concluded that transformational and laissez-faire leadership styles do not affect beginning teachers' performance.

There is a significant low correlation between leadership styles and beginning teachers' performance. In essence, a significantly low correlation suggests that particular exposure has an impact on the outcome variable, but that there are other important determinants as well. Thus, we can conclude that school heads' leadership style still has an impact on the performance of the beginning teachers. All three leadership styles are of high extent as per beginning teachers' assessment yet only Transactional leadership has a significant impact among the three. Transactional leadership or managerial leadership is a leadership style where leaders rely on rewards and punishments to achieve optimal job performance from their subordinates.

Recommendations

Based on the findings, the researcher recommends the following to further enhance and supplement the study:

1. Transformational leadership does not affect beginning teachers' performance. Previous research by Bass and Avilo (2004) stated that transformational leadership has a major impact on employee motivation and performance, yet this study stated otherwise. A study about how it might be significantly different as per the number of years in teaching is recommended.
2. The transactional leadership style of school heads significantly affects the performance of beginning teachers; thus, school heads might consider providing teachers who have one to three years of teaching experience with clear instructions of what they are expected to do and the clear consequences when they do not do what they are expected to do. A more enhanced and comprehensive Teacher-Induction Program should be done within the school context.
3. A more particular and detailed plan of mentoring for beginning teachers will be a good start for the linking of leadership styles and performance based on the Philippine Professional Standards for Teachers.
4. Further studies may also involve not only school heads but also head teachers and master teachers, and how their leadership styles also affect the performance of beginning teachers.
5. Conduct a qualitative study that would support the claim that the framework that leadership styles of school heads significantly affect the performance of beginning teachers.

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