



EDUCATIONAL LEADERSHIP AND MANAGEMENT STYLES OF PUBLIC ELEMENTARY SCHOOL HEADS AND LEVEL OF SCHOOL-BASED MANAGEMENT OF SELECTED SCHOOLS IN PALAWAN, PHILIPPINES

Perez, David¹, Rogelio Lumaad²,

Associate Professor¹, College of Education, Western Philippines University,
Master Teacher 1², Bataraza District, Division of Palawan, Department of Education

Article history:	Abstract:
Received: December 26 th 2020 Accepted: January 4 th 2021 Published: January 24 th 2021	The study aimed to determine the educational leadership and management styles of public elementary school heads and how these affect the SBM level of practice in their respective schools. Descriptive - correlational research design using survey method was used in this study. It utilized various statistical tools like frequency, percentages, mean, t-test and Pearson Product Moment Correlation Test. Twenty-two (22) public elementary school heads and One hundred twenty-five (125) public elementary school teachers were the respondents of the study. Furthermore, all evidence of School-Based Management (SBM) principles such as Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources were described as beginning structures and mechanisms are in place to demonstrate ACCESS. Meanwhile, majority of their educational leadership styles had significant relationship with the educational management styles. However, there was no significant relationship between the educational leadership styles and educational management styles of public elementary school heads and level of School-Based Management (SBM) practice of public elementary schools.
Keywords: Educational leadership, management styles, public elementary school, School-Based Management (SBM) practice	

1. BACKGROUND OF THE STUDY

Effective educational leader and manager is one who has the ability to develop school's capacity to enhance student learning through motivating teachers, staff and students. School administration that builds school capacity through an effective leadership and management styles may influence student through teachers. The school leader must have or be able to develop the capacity to work with staff to focus on curriculum, instruction and student learning gains (Hardman, 2011).

According to Cezmi and Toprak (2014), leadership and management is a concept that is known as an effort that directs organizational activities to achieve a common goal. With the ever-changing educational landscape, school heads must incorporate a wide range of leadership and management skills and styles in order to direct their school organization toward that common goal and a well-directed vision. Leadership style employed by the school administrator is complex and plays an integral role in developing the culture in a school (Smith, 2016). It refers to the special behaviour of the leaders for motivating a group of employees for realization of a part of the organizational goal. Management style, however, refers to the philosophical mechanism and ability of the managers to influence or affect a group in line with securing the goal (Vahedi and Asadi, 2013).

According to Buckridge and Guest (2007) as cited by Shonubi (2012), effective school heads appear to be characterized by the performance of leadership and management task which are positively connected to student achievements such as, emphasis on basic subjects, provision of an orderly atmosphere and a learning climate, setting instructional strategies, coordination of instructional programmes, supervising and supporting teachers, orientation towards educational development, innovation, mission-orientation and dissemination of school's vision with emphasis on student support, assessment and academic reports and thus, the realization of educational goal. Valentine and Prater (2011) stated that the principal's role has become increasingly complex as the nature of society, political expectation and schools as organizations have changed.

In the Philippines, the principal is expected to be both an instructional leader and administrative manager. The school head, who may be assisted by assistant school head, shall be both an instructional leader and an administrative manager. He/she is a person responsible for administrative and instructional supervision of the school

or cluster of schools. This specifies the responsibilities of principals as instructional leaders and administrative managers: creating an environment within the school that is conducive to teaching and learning; implementing the school curriculum and being accountable for higher learning outcomes; introducing new and innovative models of instruction to achieve higher learning outcomes; and encouraging staff development (Republic Act 9155, 2001).

This study determined the educational leadership and management styles of public elementary school heads in different generational cohort as perceived by public elementary school heads and as perceived by public elementary school teachers in Bataraza District II. The effect of educational leadership and management styles of public elementary school heads to the level of School-Based Management (SBM) practice was also determined.

2.STATEMENT OF THE PROBLEM

1. What are the educational management styles of public elementary school heads as perceived by the respondents (school heads and teachers) in terms of:
 - a. visionary;
 - b. consultative;
 - c. servant-leadership; and
 - d. pacesetting?
2. What is the level of School-Based Management (SBM) practice of public elementary schools in terms of:
 - a. leadership and governance;
 - b. curriculum and learning;
 - c. accountability and continuous improvement; and
 - d. management of resources?
3. Is there a significant relationship between the educational leadership and management styles of public elementary school heads as perceived by the public elementary school teachers and the level of School-Based Management (SBM) practice of public elementary schools in terms of:
 - A. Leadership and Governance;
 - B. Curriculum and Learning;
 - C. Accountability and Continuous Improvement; and
 - D. Management of Resources?

Scope and Delimitation of the Study

The study focused only on determining the educational leadership and management styles of public elementary school heads and the level of School-Based Management (SBM) practice.

It was limited only to the important variables which were the demographic profile of public elementary school heads and public elementary school teachers, educational leadership and management styles employed by public elementary school heads as perceived by themselves and by the public elementary school teachers and the level of School-Based Management (SBM) practice of public elementary schools as indicated in School-based Management (SBM) Assessment Tool.

The School-based Management (SBM) level of practice indicators were limited to the following principles: Leadership and Governance; Curriculum and Learning; Accountability and Continuous Improvement; and Management of Resources.

4.METHODOLOGY

Locale of the Study

This study covered twenty-one (22) elementary. These schools are under the general supervision of the Schools Division Superintendent and under the direct leadership of school heads.

Research Design

Descriptive - correlational research using survey method based on the educational leadership and management style and its level of effectiveness to the school performance was employed in the conduct of this study.

Sampling Procedure

All schools with at least two (2) teachers and their school heads were considered in the study. All the school heads served as the respondents, while purposive sampling was used in selecting the teacher-respondents by school.

Population of the Study

A total of twenty-two (22) public elementary school heads and one-hundred twenty-five (125) teachers in the public elementary schools were the respondents of the study as shown in the table below.

5.INSTRUMENTATION

For survey purposes, a self-formulated questionnaire was used. There were two questionnaires answered by two groups of respondents. The first questionnaires were answered by public elementary school heads. Part I asked about the profile of the public elementary school heads. Part II constituted the perceptual assessment of their leadership and management styles in their respective schools, this part comprised statements that determined the leadership styles and management styles which school head employed in their respective schools.

Data Collection Procedure

Prior to actual data gathering, the survey questionnaire was validated and modified by the experts such as English critic, Master Teachers and Principals. A pre-test of the survey questionnaire was conducted to three (3)

schools. Three (3) public elementary school heads and five (5) public elementary school teachers from each of the three (3) schools were asked to answer the prepared instrument to test its reliability and suitability for the chosen respondents. The researcher made it a point that those who answered were not be chosen as the respondents of this study.

The respondents requested to complete the survey questionnaire voluntarily. The completed questionnaires were checked for plausibility, integrity and completeness.

The gathered data were collated and tabulated for statistical analysis.

Treatment of Data

For the presentation and analysis of the data, the following statistical tools were utilized in solving the problems raised in the study.

Frequency counts was used to describe the demographic profile of the public elementary school heads and teachers.

Ranking was done to find out the positional importance of every variable in the different educational leadership and management styles and school's performance based on school performance indicators.

Weighted mean was used to determine the level of effectiveness of educational leadership and management style in school's performance based on school performance indicators.

Pearson Product Moment Correlation was used to find out the relationship of the educational leadership and management styles and some demographic characteristics such as age, gender, civil status, length of service and educational attainment. Moreover, Pearson r was also utilized to assess the relationship of the educational leadership and management styles and the following school performances indicators; Teaching and Learning Development, Educational leadership and Human Resource Management Relation, Curriculum and Teaching Strategies, Learning environment.

Meanwhile, t-test was used to analyze the significant difference between assessment of the public elementary school heads and the assessment of their teachers in their leadership and management styles as perceived by themselves and by the public elementary school teachers.

The null hypotheses were tested at 0.05 level of significance.

Statistical package for the social science (SPSS) was used to analyze the data.

The Pearson Product Moment Correlation Test was used to find the relationship between variables.

6.RESULT AND DISCUSSION

Educational Leadership Styles of Public Elementary School Heads as Perceived by Respondents (school heads and teachers) in terms of Autocratic Leadership Styles

In terms of autocratic leadership styles, the mean rating of 3.70 revealed that the statement, *school heads advocate close supervision and comprehensive control system, reinforced by a hierarchical structure and a narrow span of control*, ranked the highest which was agreed by the teachers. While school heads rated the statements, *school heads adopt one-way communication, not consulting with the subordinate, no matter the potential benefit of such inputs*, in the highest with 3.23 mean rating which school heads described as occasionally practiced.

On the other hand, the teachers rated the statement, *school heads believe that planning is only done by school managers/heads* and statement, *school heads impose policies on threats and punishments to influence employee*, as undecided with the mean rating of 2.56. While school heads marked the statement, *school heads assume full responsibility and take full credit for the work*, as seldom practiced with the mean rating of 2.18.

This finding implies that school heads and teachers have hesitation on which they will agree or not in terms of autocratic leadership styles. This mean that school heads don't practice a leader-centered style of leadership. Furthermore, school heads frequently advocate close supervision and a narrow of span of control supported by the hierarchical structure of the department.

Educational Leadership Styles of Public Elementary School Heads as Perceived by Respondents (school heads and teachers) in terms of Laissez-faire Leadership Styles

In terms of Laissez-faire leadership style, the statement6, *school heads entrust resources and give freedom to teachers in maximizing the use of these resources*, was agreed by school heads and teachers to place in the top rank with the mean of 4.50which described always practiced by school heads and with the mean of 4.16 which agreed by teachers. School heads and Teachers agreed that all statements are practiced in school by their school heads. These results made Laissez-faire the most frequently practiced leadership style.

This finding implies that both school heads and teachers agreed that Laissez-faire leadership style is the most observed leadership style employed in school. School heads really value the participation of the teachers in all the affairs concerning teaching and learning. They also recognized that decision may not be effective if there will be no consultation to teachers. Henceforth, they don't always consider solely their beliefs in creating decisions. Opinions of teachers are considered and discussed in the formulation of decisions.

Educational Leadership Styles of Public Elementary School Heads as Perceived by Respondents (school heads and teachers) in terms of Democratic Leadership Styles

One of the leadership styles which agreeably rated practiced by the teachers and school heads is Democratic leadership style. Teachers agree that school heads actively promote the sharing of ideas, so that everyone with different levels of expertise and skills is able to put forward his/her views with the mean of 4.07. While, the statement, *school heads work to use difference among my teachers to form a team that works efficiently and progresses through challenges both materials; school heads respect others' opinion and take them into consideration as a final decision is made; and school heads set myself apart by being effective delegators and thus, subordinate may have the access for their task assignments*, marked first among all statements for school heads with the mean rating of 4.50 which described always employed.

However, teachers rated statement, *school heads invent much of my own success by placing it in hands of those I supervise*, the lowest with the mean rating of 3.43 which agreed by teachers while school heads also rated the statement2, *school heads explain the decisions to the subordinate and resolve any objective as a group*, the lowest with the mean rating of 3.60 which described frequently employed.

These results reveal the overwhelming implication that school heads acknowledge the ideas of the teachers and power of teacher to influence the decision-making.

Educational Leadership Styles of Public Elementary School Heads as Perceived by Respondents (school heads and teachers) in terms of Transactional Leadership Styles

For the school heads and teachers, in terms of transactional leadership style, statement, *school heads are happy to work within the existing system and constraints, they operate from within the boundaries to achieve the goals of the organization and they believe that subordinates should simply follow directives and instructions*, rated the highest with the mean rating of 4.20 (school heads) and 3.80 (teachers).

Meanwhile, with regards to statements, *school heads discourage employees to act creatively or think for themselves since independent thoughts and risky actions are frowned upon*, the teachers are undecided with the mean of 2.98 and school heads said they occasionally employed it with the mean rating of 3.00.

These findings mean that school heads and teachers saw that school heads are satisfied with the existing system of their department and they believe that obedience to the directives and instructions can make them achieve the goal of the organization.

Educational Leadership Styles of Public Elementary School Heads as Perceived by Respondents (school heads and teachers) in terms of Transformational Leadership Styles

With regards to transformational leadership style, the highest among all statements for teachers are the statement, *school heads make deliberate efforts to solicit new ideas from team members, and also uses their insight in making decisions*, with the mean of 4.02 which teachers agreed. Meanwhile, school heads rated the statement, *school heads are willing to adapt to new situation and seek creative way to respond to the dynamic teaching-learning environment*, the highest among all statements with the mean of 4.50 which described always employed

However, the lowest in the list was earned by the statement, *school heads seek inputs from the team to make risky decisions that facilitate growth* with the mean rating of 3.80 which described frequently employed by school heads and with the mean rating of 3.77 which teachers agreed. They also agreed to statements related to transformational leadership styles.

This implies that school heads and teachers set school heads as leaders who practiced transformational leadership. They are able to inspire and motivate followers. It is a leadership style that infuses individuals with energy, motivation, and morality.

Educational Management Styles of Public Elementary School Heads as Perceived by Respondents (School heads and Teachers)

Result shows the mean distribution of educational management styles of public elementary school head as perceived by respondents (School heads and teachers).

According to the school heads, the management style that is ranked the most frequently employed in schools is the Servant-leadership with the mean of 4.22 while for teachers, visionary management styles and consultative management styles rated the most employed management styles with the mean of 3.92. Moreover, school heads agreed that visionary management styles placed second with the mean of 3.98 while teacher perceived servant management style as a second most employed management style with the mean of 3.89.

Furthermore, consultative management style was rated by the school heads as the third in the list with the mean of 4.14, which was described *frequently employed*, while pacesetting was perceived by the teachers third with the mean of 3.80, described as *agreed*. School heads placed Pacesetting management style fourth in the rank with the mean score of 3.98 which school heads described as *frequently employed*.

This result implies that management styles are perceived important to run an organization like school. School heads and teachers recognize the fact that administrators value each management styles by employing them in schools.

Educational Management Styles of Public Elementary School Heads as Perceived by Respondents (School heads and Teachers) in terms of Visionary Management Style

School heads rated statement entrust teachers to handle the details of their day-to-day activities, and are always open to listen to teachers' ideas and willing to change school heads' plan if a great idea is presented, the highest with the mean of 4.50, which was described *frequently practiced*. Meanwhile, teachers rated the statement 1, *school heads focus on conveying the overall vision of our Department*, the highest among all management styles with the 4.07 which teachers agreed.

On the other hand, the statement, *school heads give their subordinates a great sense of autonomy*, was rated by the school heads and teachers the lowest with the mean of 3.80 (school heads) which described frequently practiced and 3.70 (teachers) which teachers agreed.

This result means that teachers were assisted in their teaching affair yet autonomy is still respected by the school heads. Though it ranked the lowest, it was still agreed by the teachers that was employed as school heads' management style and therefore teachers clearly saw the efforts of school heads in giving autonomy in each of their subordinate. This result also implies that school heads also acknowledged the importance of the visionary management as they practice it frequently. This sense of cooperation both exercise by school heads and teachers were indications of the better relationship.

Educational Management Styles of Public Elementary School Heads as Perceived by Respondents (School heads and Teachers) in terms of Consultative Management Style

As perceived by the school heads, in terms of consultative management styles, statement, *school heads entrust their subordinates with a lot of responsibility and real work which let them to reach their full potential*, was rated the highest with the mean of 4.50, which was described as *always practiced*. While teachers, in terms of consultative management styles, rated the statements 2 and 4, *school heads impose an open-door policy where teachers can drop in on his/her office anytime for consultation; and Consult my subordinates in times that our school faces problems*, the highest in the list with the mean of 4.02.

However, the statement, *school heads always in my office whenever my subordinates ask things related to work or personal concerns*, was rated by school heads and teachers the lowest with the mean of 3.80 (school heads) which described frequently practiced and 3.84 (teachers) which teachers agreed. Moreover, teachers also rated the statement, *school heads are comfortable allowing their subordinates and shift them as a leader to oversee the majority of everyday responsibility*, the lowest with the mean of 3.84 (teachers) which teachers agreed.

This result implies that school heads maximized the potential of their subordinate by entrusting responsibility to them. School heads also admitted that they can't always attend to subordinates queries related to work or personal concerns due to their other managerial functions.

Educational Management Styles of Public Elementary School Heads as Perceived by Respondents (School heads and Teachers) in terms of Servant-Leadership Management Style

School heads and teachers perceived that the highest among all statements related to Servant-leadership management styles were the statements, *school heads always value coaching, training and mentoring as important factors to the development of their subordinate; and school heads send their subordinates to trainings, seminars or workshops held by our Department and support them to re-echo their learning* with the mean of 4.50 (school heads) described as *always practiced* and with the mean of 4.02 (teachers) which teachers agreed.

However, both of the two groups of respondents perceived that the lowest rated statement was, *school heads spend time to coach my subordinates whenever we have program and project in school*, with the mean of 3.80, which was described as *always practiced* by school heads and 3.76 which teachers agreed.

It implies that school heads were concern on the professional growth and development of their teachers by sending teachers to seminars, workshop and other capability building program. Furthermore, this affirmation from the teachers solidifies that school heads really take significant step to satisfy their teachers.

Educational Management Styles of Public Elementary School Heads as Perceived by Respondents (School heads and Teachers) in terms of Pacesetting Management Style

In terms of Pacesetting management style, school heads rated the statements, *school heads set high or hard to reach standard in an effort to drive my subordinate to achieve new bests and hit bigger goal; and school heads focus on the end result more than the way the results are achieved*, the highest with the mean of 4.30 which described as frequently practiced. Meanwhile, teachers rated the statement, *school heads believe that whenever I set standards, there's a greater chance of productivity and healthy sense of competition and accomplishment*, the highest with the mean 3.88 which teachers agreed.

On the other hand, the statements, *school heads ensure every time that my subordinates are motivated enough to try to match my pace*, were rated by the school heads the lowest with the mean of 3.70 which described as frequently practiced. While, teachers placed the statement, *school heads set high or hard to reach standard in an effort to drive my subordinate to achieve new bests and hit bigger goal*, in the lowest rank with the 3.66 which teachers agreed.

Hence, this implies that teachers projected school heads as pacesetting leaders who push themselves and members of the team to achieve levels never achieved before. School heads, in response, believed that setting high standard may push their subordinate to achieve bigger goals.

School-Based Management Practice of Public Elementary Schools.

Study shows the level of School-Based Management (SBM) practice of Public Elementary Schools in terms of Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources.

The results show that the all principles such as Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources are rated within the range of 0.50 – 1.50 which described that *evidences indicate beginning structures and mechanisms are in place to demonstrate ACCESSs*. Furthermore, the highest principle among the four was the Learning and Governance with the mean rating of 1.33, followed by the two principles, Curriculum and Learning and Management of Resources, which rated with the mean rating of 1.27. And the principle which ranked the lowest was Accountability and Continuous Improvement with the mean rating of 1.26.

This further implies that all principles are being given equal attention and importance by school heads. They are entirely considering all aspects of teaching-learning. However, earning Leadership and Governance the top spot indicates that the efforts of school heads were appreciated and recognized. These efforts were seen to have a contribution in order to promote balance and effective governance.

School-Based Management Practice of Public Elementary Schools in the District of Bataraza II in terms of Leadership and Governance

Majority of the statements are within the range of 0.50 -1.50 which describes that evidences indicate beginning structures and mechanisms are in place to demonstrate ACCESSs. However, the highest among all statements was the statement 7, *decisions are consistently based on valued and respected information sources and processes that adhere to vision, direction, and aspirations of the community*, with the mean of 1.53 which describe evidences that indicate planned practices and procedures are fully implemented and aligned to ACCESSs. And the lowest statement rated was the statement 6, *governance practices facilitate regular information and feedback sharing on the progress of the education development program* with the mean of 1.16 which describe that evidence indicates beginning structures and mechanism are in place to demonstrate ACCESSs.

These result shows that decisions are giving priority to consider visions, directions, and aspirations of the community. Community is always a primordial consideration before making an important decision.

School-Based Management Practice of Public Elementary Schools in the District of Bataraza II in terms of Curriculum and Learning

In terms of curriculum and learning, most statements are within the range of 0.50-1.50 which describes that evidences indicate beginning structures and mechanisms are in place to demonstrate ACCESSs. On the other hand, the statement 5, *methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners*, rated the highest with the mean of 1.71, which describes evidences indicate planned practices and procedures are fully implemented and aligned to ACCESSs. The statement that was rated the lowest was statement 7, *learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children, inclusive of all children, and demonstrate behaviors consistent to the organization's vision, mission, and goals*, with the mean of 1.05 which describe that evidence indicates beginning structures and mechanism are in place to demonstrate ACCESSs.

These results disclose that school heads still value the importance of environment for the learning of every child. School heads' priority in making an effective teaching-learning is to build a conducive teaching-learning environment which is quality, responsive, inclusive and culturally-based learning ground.

Thereupon, according to the SBM guidelines, the curriculum should provide for the development needs of all types of learners of the school community. It should be localized to make it more meaningful to the learners and applicable to life in the community. It should encourage representative groups of school and community stakeholders to develop the methods and materials for developing creative thinking and problem solving.

School-Based Management Practice of Public Elementary Schools in terms of Accountability and Continuous Improvement

For the SBM validators, evidences for accountability and continuous improvement indicate beginning structures and mechanisms are in place to demonstrate ACCESSs in which most of the statements are rated within the range of 0.50-1.50. On the other hand, statement 1, *roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders*, was rated the highest with the mean of 1.49 which means evidences indicate beginning structures and mechanisms are in place to demonstrate ACCESSs while statement 2, *achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action*, was rated the lowest with the mean of 1.10 which describe evidences indicate beginning structures and mechanisms are in place to demonstrate ACCESSs.

This result means that though roles and responsibilities are clearly laid down and discussed in community, gaps are still not recognized to be addressed by certain actions. Although, this principle expects school to have clearly

defined and agreed upon roles and responsibilities of accountable person/s and collective body/ies, schools are still in their first step to recognize the gaps that hinders learning.

School-Based Management Practice of Public Elementary Schools terms of Management of Resources

Management of resources are mostly composed of statements within the range of 0.50-1.50 which describe that evidence indicate beginning structures and mechanisms are in place to demonstrate ACCESSs. The highest in the rank was statement 4, *regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders*, with the mean of 1.56 which describe that the evidences indicate planned practices and procedures are fully implemented and aligned to ACCESSs. However, the statement 2, *there is a regular dialogue for planning and resource programming that is accessible and inclusive, to continuously engages stakeholders and supports the implementation of community education plans*, was rated the lowest in the rank with the mean rating of 1.03 which described that evidence indicates beginning structures and mechanism are in place to demonstrate ACCESSs.

This means that school heads strengthened resource management and they recognized the participation of the learning managers, facilitators and stakeholders as a vital agent of an effective education which responds toward the mandate of the SBM guideline that regular resources inventory is expected to be collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resources allocation and mobilization.

Relationship between the Perceived Educational Leadership Styles of Public Elementary School Heads and their Demographic Profile

Study shows the relationship of the demographic profiles of the school heads in terms of age, gender, civil status, generational cohort, length of service, educational attainment and training attended related to leadership and management; and their educational leadership styles.

As reflected in the table, none of the profile of the school heads significantly correlates with the Educational leadership styles as evidenced of their computed p-value which are greater than 0.05 level of significance; thus, the null hypothesis was accepted that there is no significant relationship between the demographic profiles and their educational leadership styles as perceived by themselves.

This implies that the demographic profile of the school heads such as age, gender, civil status, generational cohort, length of service, educational attainment and training attended related to leadership and management are not associated to the educational leadership styles they employed in their respective schools. Furthermore, the profile of the school heads does not determine the educational leadership style they will use to run the organization.

Relationship between the Perceived Educational Management Styles of Public Elementary School Heads and their Demographic Profile

Result shows, none of the profile of the school heads as perceived by themselves significantly correlates with the Educational management styles as evidenced of their computed p-value which are greater than 0.05 level of significance; thus, the null hypothesis was accepted that there is no significant relationship between the demographic profile and their educational management styles.

This reveals that the demographic profile of the school heads such as age, gender, civil status, generational cohort, length of service, educational attainment and training attended related to leadership and management are not associated to the educational management styles they employed in their respective schools.

Difference between the Perceived Educational Leadership Styles of Public Elementary School Heads and by Public Elementary School Teachers

The study further illustrates that hypothesis was rejected in majority of the educational leadership styles such as laissez-faire, autocratic, democratic and transformational leadership style which means that there is significant differences in majority of the educational leadership styles as perceived by Public Elementary School Heads and Public Elementary School Teachers at 0.05 level of significance. Moreover, autocratic leadership style and democratic leadership style were rejected at 0.01 level of significance.

Meanwhile, there is no significant difference only in terms of transactional leadership style with the p-value of .401 which is greater than 0.05 level of significance.

It can be gleaned that perceptions of school heads and teachers on the educational leadership styles employed in the school vary. Thus, teachers have different perspective with regards to what educational leadership styles their school heads utilized.

Difference between the Perceived Educational Management Styles of Public Elementary School Heads and by Public Elementary School Teachers

It can be visualized from the table that hypothesis was rejected in educational management styles such as visionary management style with the p-value of .028 and servant-leadership management style with the p-value of .006 which means that there is significant differences between visionary and servant-leadership management as perceived

by public elementary school heads and public elementary school teachers at 0.05 level of significance. However, servant-leadership management style was rejected at 0.01 level of significance.

Meanwhile, there is no significant difference in terms of consultative style with the p-value of .057 and pacesetting style with the p-value of .408 which is greater than 0.05 level of significance as perceived by public elementary school heads and public elementary school teachers.

Relationship between the Perceived Educational Leadership Styles of Public Elementary School Heads and their Educational Management Styles in terms of Visionary Management Style

Result shows the relationship between the perceived educational leadership styles of Public Elementary School Heads and their educational management styles in terms of visionary management style

Based from the study, the educational leadership styles that significantly correlates with the visionary management style are transformational with the computed p-value of .012 at 0.05 level of significance and, laissez-faire with the computed p-value of .000 and democratic with the computed p-value of .002 at 0.01 level of significance; hence, the null hypothesis was rejected which means that there is significant relationship between visionary, democratic and transformational educational leadership styles; and visionary management styles.

Thus, the results show that as the school heads practice visionary management style, they are also becoming laissez-faire, democratic and transformational leaders.

On the other hand, visionary management style did not significantly correlate with autocratic leadership style as shown by the computed p-value of .100 and transactional leadership style with the computed p-value of .106 at 0.05 level of significance.

Relationship between the Perceived Educational Leadership Styles of Public Elementary School Heads and their Educational Management Styles in terms of Consultative Management Style

The result further illustrates that the null hypothesis was rejected in terms democratic leadership style with the computer p-value of .000 and transformational leadership style with the computer p-value of .009 at 0.01 level of significance. On the other hand, it is apparent that laissez-faire leadership style, autocratic leadership style and transactional leadership style are not associated with the consultative management style which is within p-value at 0.05 level of significance.

These findings show that there is a significant relationship between democratic leadership style and transformational leadership style; and consultative management style. Thus, school heads who practice consultative management are also practicing democratic and transformational leadership.

As defined by Ismail et al. (2010), consultative management style is broadly seen as referring to manager who always requests the opinions and ideas of their followers in establishing goals and task assignments. In a management model, the ability of leaders to properly implement consultative styles (i.e., appreciation of followers' opinions and ideas in goal settings and task assignments) in planning and administering organizational functions may directly increase job satisfaction. This characteristics suit the behaviour of a democratic and transformational leader.

Relationship between the Perceived Educational Leadership Styles of Public Elementary School Heads and their Educational Management Styles in terms of Servant-leadership Management Style

The result further illustrates that the null hypothesis was rejected in terms democratic leadership style with the computed p-value of .004, and transformational leadership style with the computed p-value of .002 which are less than the 0.01 level of significance while transactional leadership with the computer p-value of .013 which is less than the 0.05 level of significance; thus, there is significant relationship between democratic, transactional and transformational leadership styles; and servant-leadership management style.

This result reveals that school heads who employ servant-leadership as their management style are also employing democratic, transactional and transformational leadership styles.

Noticeably, there are no significant relationships in terms of laissez-faire leadership style with the computed p-value of .140 and autocratic leadership style with the computed p-value of .594; hence, they are not associated with the servant-leadership management style within p-value at 0.05 level of significance.

Relationship between the Perceived Educational Leadership Styles of Public Elementary School Heads and their Educational Management Styles in terms of Pacesetting Management Style

As shown in the result of the study, majority of the leadership styles are associated to pacesetting management style such as laissez-faire leadership style with the computed p-value of .013, democratic leadership style with the computed p-value of .049 and transactional leadership style with the computed p-value of .025 at 0.05 level of significance while autocratic leadership style was rejected with the computed p-value of .008 at 0.01 level of significance.

Transformational leadership style is the only leadership style which is not associated to pacesetting management style with the computed p-value of .148 at 0.05 level of significance;

Hence, the result further shows that being transformational leader doesn't mean a school head is also a pacesetting manager who sets high or hard to reach standards in an effort to drive your team to achieve new bests and hit bigger goals (McDermott, 2019).

Relationship between the Educational Leadership Styles of Public Elementary School Heads as Perceived by Public Elementary School Heads and the Level of School-Based Management (SBM) in terms of Leadership and Governance

Based from the finding of the study, none of the educational leadership styles significantly correlate with the level of school-based management (SBM) in terms of leadership and governance in which all educational leadership styles are within the p-value at 0.05 level of significance.

Therefore, this finding implies that educational leadership styles are not associated to the level of SBM practice in terms of leadership and governance. The level of practice in terms of leadership and governance may not depend solely on what leadership style a school head may employ in his/her respective school.

Relationship between the Educational Leadership Styles of Public Elementary School Heads as Perceived by Public Elementary School Teachers and the Level of School-Based Management (SBM) in terms of Curriculum and Learning

Result shows the relationship between the educational leadership styles of public elementary school heads as perceived by public elementary school teachers and the level of school-based management (SBM) in terms of curriculum and learning.

The table further illustrates that the level of school-based management (SBM) in terms of curriculum and learning does not influence the educational leadership styles in which means all educational leadership styles are within the p-value at 0.05 level of significance.

Thus, this finding implies that there is no significant relationship between educational leadership styles and level of practice in terms of curriculum and learning. It can be gleaned from the result that the level of practice in terms of curriculum and learning may not be affected solely by the leadership style a school head may practice in his/her respective school.

Relationship between the Educational Leadership Styles of Public Elementary School Heads as Perceived by Public Elementary School Teachers and the Level of School-Based Management (SBM) in terms of Accountability and Continuous Improvement

It can be seen from the result that none of the educational leadership styles is associated to the level of school-based management (SBM) in terms of accountability and continuous improvement. All educational leadership styles fall within the p-value at 0.05 level of significance; thus, there is no significant relationship between educational leadership styles and level of practice in terms of accountability and continuous improvement.

The finding implies that educational leadership styles don't affect the level of practice of SBM in terms of accountability and continuous improvement. Hence, regardless of what leadership style a school head practice in school, the school may gain good rating in SBM in terms of accountability and continuous improvement.

Relationship between the Educational Leadership Styles of Public Elementary School Heads as Perceived by Public Elementary School Teachers and the Level of School-Based Management (SBM) in terms of Management of Resources

The level of school-based management (SBM) practice in terms of management of resources didn't significantly correlate with the educational leadership styles; since the null hypothesis is accepted with the p-value that fall within 0.05 level of significance. Therefore, there is no significant relationship between educational leadership styles and level of practice in terms of management of resources.

It shows that level of SBM practice in terms of management of resources doesn't depend on the educational leadership styles employed by the school heads. School heads have freedom to select which educational leadership he/she'll use in which it may also yield the same result.

Relationship between the Educational Management Styles of Public Elementary School Heads as Perceived by Public Elementary School Teachers and the Level of School-Based Management (SBM) in terms of Leadership and Governance

This further illustrates that the level of school-based management (SBM) in terms of leadership and governance are not associated to the educational management styles which means all educational management styles are within the p-value at 0.05 level of significance; thus, there is no significant relationship between educational management styles and level of practice in terms of leadership and governance.

Through the result, it can be gleaned that the level of practice in terms of leadership and governance may not be derived solely by the leadership style of a school head utilized as a manager.

Relationship between the Educational Management Styles of Public Elementary School Heads as Perceived by Public Elementary School Teachers and the Level of School-Based Management (SBM) in terms of Curriculum and Learning

This shows that none of the educational management styles is associated to the level of SBM practice in terms of curriculum and learning as manifested by their computed p-value which are within the critical value at 0.05 level of significance.

It can be gleaned through this finding that the level of practice in terms of curriculum and learning is not rated through the educational management styles used by school heads.

Relationship between the Educational Management Styles of Public Elementary School Heads as Perceived by Public Elementary School Teachers and the Level of School-Based Management (SBM) in terms of Accountability and Continuous Improvement

This shows that none of the educational management styles didn't significantly correlate with the level of SBM practice in terms of accountability and continuous improvement as evidenced by its computed p-value which are within the critical value at 0.05 level of significance. Hence, there is no significant relationship between educational management styles and the level of school-based management (SBM) in terms of accountability and continuous improvement.

This result implies that the principal should not depend so much on his/her management ability but instead become more accountable to the local community, and in turn, schools tend to be more open minded, more responsive to parents, more in touch with community concerns, and become much closer, develop cooperative working relationships between staff, parents, and students (Bandur, 2013).

Relationship between the Educational Management Styles of Public Elementary School Heads as Perceived by Public Elementary School Teachers and the Level of School-Based Management (SBM) in terms of Management of Resources

The level of school-based management (SBM) in terms of management of resources didn't significantly correlate with the educational management styles in which it means that all educational management styles are within the p-value at 0.05 level of significance; thus, there is no significant relationship between educational management styles and level of practice in terms of management of resources.

It can be gleaned from the result that the level of SBM practice in terms of management of resources may not be derived solely by the management style a school head utilized as a manager.

7.CONCLUSION

In consideration of the significant findings of the study, the following conclusions were drawn:

1. The educational leadership style most frequently used by the school heads as perceived by the respondents (school heads and teachers) is Laissez-faire.
2. Public elementary school heads and teachers perceived that school heads used all educational management styles.
3. The School-Based Management level of practice of all principles such as leadership and governance, curriculum and learning, accountability and continuous improvement; and management of resources indicate beginning structures and mechanism are in place to demonstrate ACCESSs.
4. There is no significant relationship between the perceived educational leadership and management styles of public elementary school heads and their demographic profile in terms of: age, gender, civil status, generational cohort, length of service, educational attainment and trainings attended related to leadership and management.
5. Majority of the educational leadership styles as perceived by public elementary school heads and by public elementary school teachers have significant difference in terms of laissez-faire, autocratic, democratic and transformational leadership. Educational management styles such as visionary management style and servant-leadership management style are differently perceived by school heads and teachers.
6. There is significant relationship between visionary leadership styles, democratic leadership styles and transformational leadership styles; and visionary management styles. Also, there is significant relationship between democratic leadership style and transformational leadership style; and consultative management style. There is significant relationship between democratic leadership styles, transactional leadership styles and transformational leadership styles; and servant-leadership management style. Leadership styles are also affected by the pacesetting management style.
7. There is no significant relationship between the educational leadership and management styles of public elementary school heads as perceived by the public elementary school teachers and the level of School-Based Management (SBM) practice of public elementary schools in terms of: Leadership and Governance; Curriculum and Learning; Accountability and Continuous Improvement; and Management of Resources.

8.RECOMMENDATION

For the Department of Education

1. should conduct seminars/trainings and other capacity-buildings related to educational leadership and management which prioritize skills upgrading of key planning, management and budgeting personnel including school heads for improved support to schools.

2. should ensure that seminars/trainings and other capacity-buildings should strive to be regular, systematic and match the need of different kinds of schools including urban, rural, public, private and multi-grade primary schools.
3. Should intensify the development of schools by providing appropriate rewards for those which have improved their level of practice. DepEd should also encourage individual schools through better orientation and monitoring of SBM level of practice.
4. should implement SBM Advocacy Programs such as School-based Management Development Program (SBMDP) which will upgrade the school heads' ability in leading and managing school and which will improve their level of SBM practice.

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