

Original Article

Transformational Leadership Styles of Public Elementary School Heads in the Division Of Northern Samar: Input to a Leadership Enhancement Program

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Abstract - Specifically, it aimed to identify the socio-demographic profile of the school head and the teacher and to know the school profile. Moreover, this study determined the level of transformational leadership styles as assessed by the school heads and the teachers in terms of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. In addition, this ascertained if the school heads' socio-demographic profile correlated with their level of transformational leadership styles and level of school effectiveness. The findings of the study show that most of the school head-respondents were 30 to 59 years old, female, married, earned doctorate degree units, served for more than 26 years, and attended the School Heads Development Program (SHDP) and other various seminars and training related to transformational leadership styles.

As to the faculty-respondents, a greater number were 30 to 59 years old, female, married, master's degree holders, have been teaching for 16 to 25 years.

The level of transformational leadership styles of the school head-respondents was assessed by themselves as "very good, while the teacher-respondents rated "excellent" in terms of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation indicators.

Based on the findings of this study, a Leadership Enhancement Program was formulated to further increase or improve the transformational leadership styles and school effectiveness of public elementary school heads in Northern Samar.

Keywords - *Transformational leadership styles, School heads, Leadership enhancement*

I. INTRODUCTION

In a highly advanced society, educators are facing challenges in producing competent, morally upright, and globally competitive learners. Therefore, every school requires effective teachers who deliver the curriculum and effective yet efficient leaders who work with teachers, students, and the community. Since school systems are undergoing restructuring in terms of governance, community influences, curriculum, legal issues, discipline, and changes in approaches to teaching and learning, the nature of work significantly changes, and it affects the role of the school head as an education leader. Regardless of their roles, leaders want lasting results for the organization they serve. They are expected to implement changes or reforms that have direct, immediate, and lasting impacts on student achievement. Everyone who serves in a leadership capacity in all school systems fully realizes that regardless of the size, configuration, or challenges, positive change can occur for a short period of time. Transformational leaders, however, make lasting, widespread improvements by following a process that ensures all parts of the school system are connected and share a common goal.

The quality of leaders and leadership styles is critical if schools need to produce holistically developed learners with 21st-century skills. Given the era of the No Child Left Behind (NCLB) Act of 2011, educational leaders subscribed to empirically-based practices for achieving desired student learning outcomes.

President Benigno Aquino gives priority to the Department of Education. He made some educational reforms in order for us to come up with the global standard. Due to reforms in the education sector, school managers need to appreciate the new policies and laws that guide school management like the Children's Act and Basic Education, Management of resources while ensuring accountability and integrity to the public is equally crucial. The reforms emanate from the



education changes brought about by the new constitutional dispensation and the devolved system of government.

Transformational leaders enhance the motivation, morale, and performance of his/her follower. They collaboratively create a vision and establish a climate for teachers, non-teaching personnel, and learners to reach their highest level of achievement. They set high standards and create high expectations for learners at the same time recognizing their achievement. They engaged in shared decision-making with the community in achieving universal participation, completion, and functional literacy.

II. OBJECTIVES OF THE STUDY

Specifically, it aimed to:

1. identify the socio-demographic profile of the school head-respondents in terms of:
 - 1.1 age
 - 1.2 sex
 - 1.3 civil status
 - 1.4 highest educational attainment
 - 1.5 length of service as school head
 - 1.6 seminars/training attended related to the transformational leadership
2. find out the socio-demographic profile of the teacher-respondents in terms of:
 - 2.1 age
 - 2.2 sex
 - 2.3 civil status
 - 2.4 highest educational attainment
 - 2.5 length of service as a classroom teacher
3. know the school profile, in terms of:
 - 3.1 number of enrollees
 - 3.2 number of drop-outs
 - 3.3 number of graduates
 - 3.4 number of teaching personnel
 - 3.5 number of non-teaching personnel
 - 3.6 campus area
 - 3.7 location
 - 3.8 annual budget
 - 3.9 National Achievement Test rating
 - 3.10 type and nature of linkages established
 - 3.11 programs/projects implemented and on-going
4. determine the level of transformational leadership styles of school heads as assessed by themselves and by the teachers, in terms of:
 - 4.1 idealized influence
 - 4.2 inspirational motivation
 - 4.3 individualized consideration
 - 4.4 intellectual stimulation

III. METHODOLOGY

Northern Samar is one of the three provinces comprising Samar Island located in the Eastern Visayas region. Its capital is Catarman and is located in the northern portion of the island of Samar. Bordering the province to the south are the provinces of Samar and Eastern Samar. To the northwest, across the San Bernardino Strait is Sorsogon; to the east is the Philippine Sea; and to the west is Samar Sea (Northern Samar Provincial Profile, 2015).

Northern Samar covers a total area of 3,692.93 square kilometers (1,425.85 sq mi). It ranks thirty-fourth (34th) in size among the 81 provinces of the Philippines and accounts for practically 1.2 percent of the total land area of the country. About 52 percent of the total land area is covered by forest, and 42 percent is classified as alienable and disposable.

Northern Samar is divided into three (3) major geographical areas, namely: the Balicuatro area, Central area, and Pacific area, including Catubig Valley – the province's rice granary. It comprises 24 towns or municipalities with 569 registered barangays. The province is divided into two legislative districts, the first district, covering the Balicuatro and most part of the Central Area, and the second district, covering some part of the Central Area, the Pacific Area, and the Catubig Valley.

To assess the level of transformational leadership styles and school effectiveness of public elementary school heads in the Division of Northern Samar, the descriptive-correlational method of research was utilized in this study.

This study involved school heads and teachers of public elementary schools in the Division of Northern Samar. The public elementary school teachers of Northern Samar were also chosen as the respondents of this study to crosscheck the school's heads' assessment on their level of transformational leadership styles and school effectiveness.

This study utilized survey questionnaires and data mining as tools in gathering the needed data.

Two (2) sets of survey questionnaires were used in this study, one for the school heads and one for the teachers.

The questionnaire was composed of three (3) parts.

The first part elicited information on the socio-demographic profile of the respondents as to their age, sex, civil status, highest educational attainment, length of service as a school head/classroom teacher, and seminars and training attended related to transformational leadership.

The second part dealt with the level of transformational leadership styles of the public elementary school heads in terms of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. Concepts for this part were adopted from

the Multifactor Leadership Questionnaire developed by Bernard Bass.

The third part focused on the level of school effectiveness of public elementary school heads in terms of enhancing the teaching and learning experience, improving school management and administrative process, strengthening the resiliency of school, roles and responsibilities of school personnel, allocation of school grants, and program support fund, eligible activities and expenses, safety and orderly environment of the school, frequent monitoring of pupils' progress, and home-school relations. This part of the instrument was patterned from the study conducted by Sagayno and Limjuco (2014) and the guidelines of the Department of Education on school-based management and school improvement plan.

Secondary data/documents were used to determine the school profile of the 104 public elementary schools in Northern Samar for the last three (3) school years (2013-2014, 2014-2015, and 2015-2016) in terms of number of enrollees, number of drop-outs, number of graduates, number of teaching personnel, number of non-teaching personnel, campus area, location, annual budget, National Achievement Test rating, type and nature of linkages established, and programs/projects implemented and on-going.

IV. FINDINGS

The findings of the study show that most of the school head-respondents were 30 to 59 years old, female, married, earned doctorate degree units, served for more than 26 years, and attended the School Heads Development Program (SHDP) and other various seminars and training related to transformational leadership styles.

As to the faculty-respondents, a greater number were 30 to 59 years old, female, married, master's degree holders, have been teaching for 16 to 25 years.

With regard to the school profiles from 2013-2016, LaoangI Central ES, Allen Central ES, and Palapag I Central ES have the most number of enrollees. Pambujan II Central ES, Cabatuan ES, Las Navas Central ES, McKinley ES, Lavezares Central ES, Vigo ES, Palapag I Central ES, and Sta. Potenciana ES has the most number of drop-outs. Laoang I Central ES, Allen Central ES, and Palapag I Central ES have the most number of graduates. Most of the public elementary schools have 1 to 10 teaching personnel, have no non-teaching personnel, have a campus area of 5,001 to 10,000 square meters, are located in the remote barangays, and received an average annual budget of less than P 50,000. As to the NAT Rating, G. M. Osias ES topped the SY 2013-2014, Cagamutan Central ES in SY 2014-2015, and Colag-Og ES in SY 2015-2016. Seven (7) public elementary schools established linkages to non-government organizations (NGOs) such

as BKP, RPSB, KALAHI-CIDSS, and Rotary Club of Ormoc with the following programs implemented: feeding program, gulayan project, books giving, school-to-school partnership, school building program, and supplies for students. A greater number of the public elementary schools were still implementing the reading program.

The level of transformational leadership styles of the school head-respondents was assessed by themselves as "very good, while the teacher-respondents rated "excellent" in terms of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation indicators.

Based on the findings of this study, a Leadership Enhancement Program was formulated to further increase or improve the transformational leadership styles and school effectiveness of public elementary school heads in Northern Samar.

V. CONCLUSION

In the light of the findings of the study, the following conclusions and implications were drawn:

The public elementary school heads in Northern Samar possess enough personal and professional qualifications to be efficient and effective leaders of their respective schools. This implies that they have that strong trust and courage needed to carry out responsibilities in the framework of morale and better leadership and management performance.

The elementary school teachers also possess enough personal and professional qualifications to initiate effectiveness as classroom managers. This implies that the teachers are educationally qualified to initiate in enhancing pupils' competencies and efficiencies.

The school's management information system, physical facilities, workforce, student performance, and partnerships with various institutions and organizations evidently manifests the exceptional level of achievements and accomplishments of the public elementary schools in Northern Samar.

The level of transformational leadership styles of public elementary school heads is excellent as evaluated by themselves and by the teachers in terms of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation indicators. This implies that the school heads embrace, adopt, and use transformational behavior to lead the school community for the achievement of the school's ultimate goal.

The socio-demographic profile is not significantly correlated to the level of transformational leadership styles of public elementary school heads in Northern Samar.

A Leadership Enhancement Program for school heads is formulated to further increase or improve the transformational leadership styles and school

effectiveness of public elementary school heads in Northern Samar. The program is designed to equip and develop school heads with the necessary knowledge, skills, and attitude to become competent leaders to lead schools into the 21st century. Through the leadership training process, they will reflect on their strengths and weaknesses and develop goals for improvement to become more effective in their professional role as school leaders.

VI. RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following recommendations are hereby presented:

1. The school heads should pursue and finish post-graduate studies and attend more relevant seminars/training related to transformational leadership for better qualifications of their job and for the enhancements of their leadership styles.
2. To improve the pupils' performance in the National Achievement Test, the teacher should reflect and evaluate themselves on their level of efficacy and should actively monitor the pupils' performance inside the classroom by giving them activities that will help them to be proficient in the tool subjects. Thus, teachers should enrich their teaching strategies and practices in the subjects by attending seminars and training.
3. The public elementary schools should establish more linkages to non-government agencies and institutions for the improvement and enhancement of the physical facilities, learning resources, and academic performance of the pupils.
4. The public elementary school heads should reflect on their idealized influence transformational leadership styles and be able to enhance their ability to be role models to the teacher through emulating and internalizing his/her ideals through trust and respect.

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