

Match and Mismatch Between Actual and Perceived Leadership Styles of Public Elementary School Administrators

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Abstract

The main purpose of this study is to determine the match and mismatch between actual leadership style of elementary school administrators as observed by the teachers and leadership style of school administrators as perceived by themselves in the District of Calatrava II during the school year 2013-2014.

The respondents were the 21 elementary school administrators and 256 teachers in District of Calatrava II in the Division of negros Occidental. The descriptive method of research was used by the researcher. Statistical analysis of the data which requires the use of frequency and percent, and chi-square were used in the study. Part I of the research was about the school administrators' demographic profile; Part II was the leadership Style Survey which consisted of 30-item scoring test developed by Donald Clark in 1998 and updated in 2007. The research instrument contains statements about leadership style beliefs of the school administrators namely: authoritarian style (autocratic), participative style (democratic), and delegative style (free reign).

The findings reveal that there is match in the leadership style of the public elementary school administrators and teachers as perceived and observed by them respectively. Both respondents agreed that the leadership style displayed by the school administrative is participative or democratic. This is the kind of leadership adhered to school administrators who listen to the team's ideas and studies them, but will make a final decision.

Since the shortcoming of this leadership style is difficulty when decisions are needed in a short period of time or at the moment, it is recommend that the administrators must always be ready with contingency plans that may lead to a wise decision in solving urgent problems. He must also have a trusted pool of team workers who can help and guide him in his decision-making.

INTRODUCTION

Leadership is an important factor in the creation of a good school. All school organizations depend on principals as the central figure of the educational system. Being the key person in the school, the principal as the empowered and autonomous head effectively leads the school.

Mulford (2003), clearly stated that the job responsibility of an elementary school administrator is to direct the school, students and teachers towards the school's vision, mission, philosophy and goals. The school

administrator accomplishes this by annually developing a program plan for the school that includes instructions, performance, technology and areas of special emphasis. He selects and assigns staff to obtain the goals of the educational program, while supervising the staff and the program and ensuring that the school children are receiving the highest level of education as possible (School Leaders: Changing Roles and Impact on Teacher and School Effectiveness, University of Tasmania, 2003).

The educational system just like other organizations is undertaking various programs in the attainment of its projected goals and it requires good leadership for its accomplishments (Cunningham & Cordeiro 2000). Strong leadership in educational system requires certain qualities in order to establish a cohesive organization and prevent those fortuitous events that may hinder the educational path towards a better quality of education. We all know that leadership can influence, direct, guide, analyze, plan and take actions in order to cope with the multifaceted changes and innovations. It is through the leadership of the school administrators that educators have a great access to control over the distribution and dissemination of important information about educational operations and future plans or visions. On the other hand, school administrators' leadership must be keenly felt throughout the school organization so that there will be satisfactory performance thus creating an empowerment to the work force. Empowered members manifest high standard of performance and are likely highly motivated and committed organizational members. A school administrator can create such a positive and cooperative attitude of the subordinates so that a good result in identifying and accomplishing educational goals will soon be realized. Another task of the school administrator is to establish a communication link to the school, the member of the staff, the learners and their parents, introduce prepared activities and interpret policies and encourage parents' participation in the school and child's education.

Along this line, leadership style of the school administrator may influence the behavior of subordinates in such a way that the subordinates' behavior actually supports the use of the leader's preferred style, becoming a self-fulfilling prophesy. Thus, explained further by (Cunningham and Cordeiro 2000), the leader's assumptions about the person may actually create the behavior - the Pygmalion effect rather than vice versa. Autocratic approaches actually cause individuals to move toward immature behaviors, and democratic approaches causes people to move toward mature behaviors, whatever their initial starting points.

A school administrator with desirable leadership style can get people to work for him when they are not obligated. This was supported by Hoy and Brown (2003), found that teachers responded more favorably to school administrator. People don't care how much their leader knows until they know how much he cares. Leadership begins with the heart, not the head. It flourishes with a meaningful relationship, not on more regulations.

According to Maxwell (2005), leadership starts with a title or position. This status will empower him in getting into territorial rights, protocol, tradition, and organizational charts. Although these things may be the only basis for authority and influence, they do not guarantee that the leader possessed an exemplary leadership skill. A person may be "in charge" because he has been appointed to a position. His appointment to that position may give him the authority but real leadership is more than authority. Leadership is not only more having technical training and following proper procedures. A leader is the person who will be followed gladly and confidently by his subordinates. A real leader knows the difference between being the boss and being the leader. School administrators are being looked up to as educational leaders but sometimes how the leaders regard themselves may be different from how they are viewed by their teachers.

It is in this context that the researcher decided to conduct a study between the match and mismatch of the leadership styles of public elementary school administrators in the District of Calatrava II as perceived by themselves and as observed by their respective teachers.

Statement of the Problem

The main purpose of this study was to determine the match and mismatch between actual leadership style of public elementary school administrators as observed by the teachers and the leadership styles of school administrators as perceived by them in the District of Calatrava II during the school year 2013-2014.

Specifically, this study answered the following questions:

1. What is the profile of the public elementary school administrators in the District of Calatrava II in terms of:
 - 1.1 Sex
 - 1.2 Age
 - 1.3 Civil Status
 - 1.4 Administrative Experience
 - 1.5 Educational Qualification
2. What are the actual leadership styles of the public elementary school administrators as perceived by them and observed by their teachers as a whole and when grouped according to the variables in their profile?
3. Is there a significant difference in the actual leadership styles of the public elementary school administrators as perceived by them and observed by their teachers as a whole and when grouped according to the variables in their profile?
4. Is there a significant difference in the actual leadership styles of public elementary school administrators as perceived by them and observed by their teachers as a whole?

Statement of the Hypotheses

The following hypotheses were set forth in this study:

1. There is no significant difference in the actual leadership style of public elementary school administrators as perceived by them and as observed by their respective teachers when grouped according to the variables in their profile.
2. There is no significant difference in the actual leadership styles of public elementary school administrators as perceived by them and observed by their teachers as a whole.

Conceptual and Theoretical Framework

Republic Act. No. 9155 which was enacted on August 11, 2001, emphasized the role of the principal in the school level. It states that the school head shall be both an instructional leader and an administrative manager. The school head shall form a team with the school teachers/learning facilitators for delivery of quality educational progress, projects, and services. The overwhelming functions of the school administrators as stipulated in RA. No 9155 can only be realized when the leadership style of the principal can effectively influence its stakeholders in the system.

Leadership involves working with and through people so as to accomplish goals but not necessarily organizational goals. As the key person in the school, the principal as the empowered and autonomous head effectively leads the school. School administrators are the anchor persons in leading their school to

a higher degree. He is loaded with greater tasks and responsibilities to create an effective academic community. This Includes meeting and accomplishing the coherent educational mission of the school that will engage the staff and the school community to work cooperatively with him. Being an instructional leader, he prompts others to continuously learn and improve their practice, developing collaborative accountability, and lastly, managing and monitoring change process to make sure it is always moving forward according to Zara (2008) His leadership style will clearly determine the success of task, but this depends on how he is observed by his subordinates.

This study is therefore anchored on the different concepts and theories of leadership styles of school administrators which will clearly describe his own perception of himself or an educational leader and how he is observed by his teachers.

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. There are three major leadership styles according to the U.S. Army Handbook of 1973, these are: authoritarian (autocratic), participative (democratic) and laissez faire (delegative). In authoritarian leadership, the leader shows total authority over his subordinates: they direct them about what to do and how to do them without soliciting approval from their subordinates. In participative leadership the leader involves some subordinates in framing decisions that will benefit the organization including those which should be done and should not be done. After the final deliberation, he gives the final decision. Whereas in laissez faire leadership, the leader allows the subordinates to make decision making, but the leader still has to be responsible for the decision that they made in the group.

According to (Kavanaugh and Ninemeier 2001), there are three factors that determine the type of leadership style: leaders' characteristics, subordinates characteristics and the organization environment. More specifically, the personal background of leaders such as personality, knowledge, values, and experiences shape their feelings about appropriate leadership that determine their specific leadership style; employees also have different personalities, backgrounds, expectations and experiences, for example, employees who are more knowledgeable and experienced may work well under a democratic leadership style, while employees with different experiences and expectations require an autocratic leadership style. Some factors in the organization environment such as organizational climate, organization values, composition of work group and type of work can also influence leadership style. However, leaders can adapt their leadership style to the perceived preferences of their subordinates Wood (2004).

In the 21 century world, the school remains to be the focal point of formal education. The classroom is where children of tomorrow are to be prepared. It is where teaching and learning take place de Leon (1999). Schools must therefore be sustained so that it can function efficiently and effectively. The Congressional Commission on Education (EDCOM) reports that the school principal is a key variable in the unending search for quality education in the basic education system. A comprehensive review of effective schooling showed that one of the fundamental elements for effective schools is the principal. Effective schools have been found to have principals who are key to many aspects of school improvement efforts. They are school leaders, not just building managers. Teamwork and collegiality characterize their relationship with their teachers. They choreograph the school's achievement rather that follow a set formula. They see to it that the conditions for effective teachings are met, and the teachers are given the voice in improving the teaching-learning environment.

Bryce (1983), and Fullan (1991), agree with the holistic view of the principal's role. However, Fullan expands this holistic definition of leadership and management to be: an active collaborative form of leadership where the principal works with teachers to shape the school as a workplace in relation to shared

goals, teacher's collaboration, teacher learning opportunities, teacher certainty, teacher commitment, and student learning.

Attempts to examine leadership have yielded information about the types of leadership exhibited in order to determine what makes effective leaders effective. These leadership styles proposed in this study was anchored on the leadership model theorized by Kurt Lewin (1939), which comprises three styles namely: authoritarian or autocratic wherein the leader tells the employees what he wants to be done and how he wants it to be accomplished without getting the advice of the followers; participative or democratic, where a leader includes one or more employees in the decision-making process; and delegative or free-reign, wherein a leader offers little or no guidance to group members and leave decision-making up to group members.

Leadership styles and social demographic profiles in this research comprise sex, age, civil status, administrative experience and educational qualification. Previous researches on the influence of social demographic factors have studied the phenomenon from different perspectives; however, this study provided detailed explanation on the nature of these differences and the impact It has on organizations. Therefore, in this study one of the social demographic factors is gender.

The schematic diagram presented posits that the leadership style of the public elementary school administrators can be manifested through the responses of the school administrators and their respective teachers.

In its conceptual sense, the schematic diagram hopes to generate data on the different leadership styles of the public elementary school principals as perceived by them and as actually observed by their respective teachers. It can then conclude whether there is a match or a mismatch in their leadership styles.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the conceptual and research literature related to Leadership Styles, which was reviewed by the researcher. They were intended to provide background for better understanding of the problem under investigation.

On Leadership

Bass cited by Dereli (1990), declares that the appearance of the word "leader" in the English language goes back as early as the year 1300 and the word "leadership" did not appear until the first half of the nineteenth century. Furthermore, he claims that it did not reveal itself in the most other modern language until recent times.

Leadership has been a complex phenomenon about which many theories have been developed. There are numerous definitions about what it is and under what conditions it reveals itself. As it can be understood from that statement it necessitates interaction between the two constituents: those who lead and those who follow. Leaders cannot exist without followers and vice versa Dereli (1990).

For ages people have been looking for direction, purpose, and meaning to guide their collective activities. Leadership is needed to foster purpose, direction, imagination, and passion, especially in times of crisis or rapid change. At such times, people look to leaders for hope, inspirations, and a pathway which will lead them to somewhere more desirable (Bolman and Deal cited by Derell, 1990). The leader thus becomes the interpreter of the interest and objectives of the group, who in turn recognize and accept the interpreter as its spokesperson Aquino cited by (John and Taylor, 1995).

Leadership in a school setting is the result of the way principal use themselves to create a school climate that is characterized by staff productivity, student productivity, and creative thought (Ubben and Hughes

cited by John and Taylor, 1995). Consequently, the principal's qualities and behavior determine to a large degree how the subordinates feel about their organization Eblen cited by (John and Taylor, 1995). A particular leadership style may either foster or hinder teacher commitment. Leadership styles have been broadly conceptualized as a leadership based on power, or based on relationships

On Roles of the Public Elementary School Administrator

The administratorship has evolved significantly over the past two decades, becoming a balancing act integrating managerial and instructional leadership rather than relying solely on management skills (Educational Research Service, 2000). Nonetheless, the school administrator in the 21st Century must continue to focus on maintaining effective management skills and leadership Involving instructional improvement while, at the same time, further developing the potential of all stakeholders in order to maximize success for all. This capacity development requires the school administrator to possess a variety of 21st Century skills that, not surprisingly, have a direct correlation with the transformational 31 leadership theory including building instructional spent systems and professional relationships and shaping a positive school culture in order to promote a sense of collaboration with the entire learning community (Marzano, Waters, & McNulty, 2005). The school administrator is the chief executive officer and authority in any school. The administrator is the individual who ultimately bears the burden and responsibility for supervising all school-related activities and the administrator determines the level of morale and culture within the school setting. The performance of the administrator also may be a strong indicator of the overall culture of the school; therefore, if the school culture is one that exemplifies a positive tone and a "kids-first" mentality, then one could easily point to the school administrator leadership as a crucial factor in determining its success Marzano et al. (2005). Effective administrators are desperately needed as the world of education continues to change rapidly in order to meet the new demands of 21st Century learning. Administrators are discovering that their past duties and responsibilities are quite different from the complex role of the school principal today.

On the Role of the Principal (R.A. No. 9155)

Consistent with the national educational policies, plans, and standards, the school head shall have authority, accountability, and responsibility for the following: (1) setting the mission, vision, goals and objectives of the school; (2) creating an environment within the school that is conducive to teaching and learning; (3) implementing the school curriculum and being accountable for higher learning outcomes; (4) developing the school education program and school improvement plan; (5) offering educational programs, projects, and services which provide equitable opportunities for all learners in the community; (6) Introducing new and innovative modes of instruction to achieve higher learning outcomes; (7) administering and managing all personnel, physical and fiscal resources of the school; (8) recommending the staffing component of the school based on its needs; (9) encouraging staff development; (10) establishing school and community networks and encouraging the active participation of teachers organizations, non-academic personnel of public schools, and parents-teachers community associations; (11) accepting donations, gifts, bequests and grants for the purpose of upgrading teacher's learning facilitators' competencies, Improving and expanding school facilities and providing instructional materials and equipment; and (12) performing such other functions as may be assigned by proper authorities.

On the Role of the Principal as Instructional Leader

Fuilan (1991) makes the statement that there has been a gradual transition in the role that the school administrator plays his simple tasks which become more complex, heavy and vague over the years. The

dramatic state of transition progressed from being a school administrator as an instructional leader to a transactional leader and most recently as a transformational leader.

Many researchers cited in Flath (1989), emphasized the importance of the instructional leadership responsibilities of the principal; however, it is seldom practiced based on the findings regarding this issue. Stronge (1988), calculates that 62.2% of the elementary principal's time is focused on school management Issues, whereas only 6.2% of their time is focused on program issues. He further added that with a great number of works to be accomplished, only 11% is related to instructional leadership. (Berlin, Kavanagh, and Jensen 1988), conclude that, if schools are to progress, the school administrator must not allow daily duties to block his leadership role in the curriculum".

On Theories of Leadership

Trait theory

Trait theory tries to describe the types of behavior and personality tendencies associated with effective leadership. This is probably the first academic theory of leadership, and can be traced in Western writing back to Theophrastus, Plutarch and the Greek and Roman historians. Proponents of the trait approach usually list leadership qualities, assuming certain traits or characteristics will tend to lead to effective leadership. (Shelley Kirkpatrick and Edwin A. Locke 1991), exemplify the trait theory. They argue that "key leader traits include: drive, leadership motivation, honesty, integrity, self-confidence, cognitive ability, and knowledge of the business.

However, there are many who refute this theory since they do not believe that people are born to be leaders because of innate or in born leadership qualities. The components of trait theory believed development involves Identifying and measuring leadership qualities, screening potential leaders from non-leaders, then training those with potential. In response to criticisms of the trait approach, researchers have begun to assess leader attributes using the leadership attribute pattern approach.

Behavioral and Management Style theories

Many were satisfied with the trait theory to a new study was focused on the behavior of the leader. This led to the behavioral theory of managerial styles which became popular 1950s and 1960s. This theory focused on observing and describing what the leader does. This theory comprises several approaches: a continuum of styles, independent styles, and two-dimensional models of styles.

Continuum of Styles

Robert Tannenbaum and Warren Schmidt developed a continuum of leadership behavior which describes different kinds of behavioral patterns of a manager. According to them, leader's actions are related to the degree of authority used by him and the amount of freedom available to his subordinates They described the leader's actions left characterized by the manager who maintains a high degree of control, while those on the right describe a manager who delegates authority. Tannenbaum and Schmidt felt that a leader should be flexible with his style and must adopt with the situation when needed.

Independent Styles

Independent leadership styles were also analyzed as autocratic, benevolent autocratic and supportive. Leaders with autocratic behavior are work oriented with very less concern for his subordinates. He makes his own rules and believes that only he knows everything. He makes his people do the tasks at his own will and instructions. His members are just workers to carry out his command. On the other hand, autocratic leader may be effective in problem-solving situations because the persons they supervise work in less time and made few errors than those who were supervised democratically.

Another style of behavior is the benevolent-autocratic leader who is described by Robert McMurry as a powerful and honorable leader but he can communicate with his subordinates and is interested in their problems. This leader prepares and dictates the activities of his subordinates, imposes his own policies and enforces discipline. However, some theorists say that recent changes in attitudes within the society have weakened this style. It is presumed that these changes caused by the younger generations who resist from only authoritative or paternalistic environment.

The supportive leader shows that he can be both democratic and participative in style. He is generally supervising his employees but not closely.

He tells his subordinates about the specific objectives to be attained but he allows them considerable freedom in doing their assigned works. According to Rensis Likert, leaders who are employee-centered tend to have very productive groups than leaders who are job-centered. Similar findings from their research have been established by Stogdill, et.al. However, this was opposed by others since their findings revealed that there was no significant difference in output between an autocratic and a democratic leadership style.

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

The presentation, analysis and interpretation of the data that were gathered in connection with the specific problems and hypotheses of this investigation.

The presentation, analysis and interpretation of the data are presented in the following manner:

1. Leadership style of public elementary school administrators as perceived by themselves and the teachers when taken as a whole and when school administrators were grouped according to sex, age, civil status, educational qualification, and the length of administrative experience.
2. Differences in the leadership style of public elementary school administrators as perceived by the teachers when taken as a whole and when school administrators were grouped according to sex, age, civil status, educational qualification, and length of administrative experience.

Leadership Style of Public Elementary School Administrators as a Whole

It is also the concern of this study to determine the leadership style of public elementary school administrators as a whole. This is presented in table 2.

Table 2 Leadership Style of Public Elementary School Administrators as a Whole

Leadership Style	School Administrators (N = 21)		Teachers (N = 2560)	
	<i>f</i>	%	<i>f</i>	%
Autocratic	2	9.5	4	19.0
Participative	11	52.4	9	42.9
Delegative	8	38.1	8	38.1
Total	21	100.00	21	100.00

Table 2 shows that of 21 public elementary school administrators, 11 or 52.4% perceived they to be using participative leadership. However, their respective teachers observed that only 9 or 42.9 % of the administrators have participative leadership. Furthermore, the data reflected that autocratic style of leadership was least practiced by public elementary school administrators as perceived by them and observed by their teachers.

Results presented in this table, reflected that public elementary school administrators encouraged participation and contributions from group members. Participative theory of leadership suggests that the

ideal leadership style is one that takes the input of other into account. This result however, is not in consonance with the findings of the study conducted by Laguda (2011), on emotional intelligence and leadership style of Calatrava elementary school administrators. Laguda’s study revealed that majority of the public elementary school administrators in Calatrava practiced delegative style of school leadership.

Leadership Style of Public Elementary School Administrators When Grouped According to Selected Variables

It is also the concern of this study to determine the leadership style of public elementary school administrators when grouped according to the selected variables. This is presented in Tables 14, 15, 16, 17 and 18.

Table 3 Leadership Style of Public Elementary School Administrators when Grouped According to Sex

Leadership Style	Sex	School Administrators		Teachers	
		<i>f</i>	%	<i>f</i>	%
Autocratic	Male	1	4.8	2	9.5
	Female	1	4.8	2	9.5
Participative	Male	4	19.1	4	19.1
	Female	7	33.3	5	23.8
Delegative	Male	5	23.8	4	19.1
	Female	3	14.3	4	19.1

Table 3 indicates that among the 10 male elementary school administrators, 5 or 23.8% are delegative, 4 or 19.1% are participative and 1 or 4.8% is autocratic.

On the other hand, of the 11 elementary school administrators, 7 of them are participative, 3 are delegative and is autocratic as perceived by the elementary school administrators themselves. However, as observed by the teacher 5 or 23.8% of the 10 females observed that elementary school administrators were participative while 4 and 4 or 19.1% and 9.5% of the elementary school administrator were observed by their teachers as delegative and autocratic.

Furthermore, the data reflected that male elementary school administrators perceived that they are delegative; however, as observed by the teachers, they are both delegative and participative. Responses of the elementary school administrators and teachers are almost the same; however teachers also observed that the male elementary school administrators leadership style is more participative which means that female elementary school administrators motivates and encourage teachers to participate in any decision-making process. Eagly and johannesen-Schidmt (2201), supports the present finding when they found out that women school leaders are more democratic and encourage participation of the members. (Riehl and Nixon cited in Yorac (2011), also explored whether or not the leadership styles of principals had a significant influence on the school influence. Analysis of the qualitative data revealed that the teachers’ perceptions of their male principal’s leadership was characterized by taking risks, experimenting and moving away from conventional methods of leadership. Female leaders were observed by the teachers as a leader who has concern and compassion in their constituents.

Table 4 Leadership Style of Public Elementary School Administrators when Grouped According to Age

Leadership Style	Age	School Administrators		Teachers	
		<i>f</i>	%	<i>f</i>	%
Autocratic	Younger	1	8.3	3	33.3
	Older	1	11.1	1	11.1
Participative	Younger	6	50.0	6	20.0
	Older	5	55.6	3	33.3
Delegative	Younger	5	41.7	3	25.0
	Older	3	33.3	5	55.6

Table 4 reflects that when grouped according to age, the leadership styles of the majority of the younger and older elementary school administrators as perceived by themselves is participative as shown by the frequency of 6 and 5 or 50.0% and 55.6% respectively. However, as perceived by the teachers, majority of the younger and older public elementary school administrators practice participative leadership styles. This is indicated by the frequency of 6 and 3 or 50.0% and 33.35, respectively.

Results presented in this table reflected that younger and older elementary school administrators practice participative leadership style as perceived by elementary school administrators and as observed by the teachers. Oshagbemi (2004), on the other hand claims that age influences leadership styles and behaviors of managers. He found out that younger and older managers have different profiles in their consultative and participative leadership styles. However, the result of his study contradicts the finding shown above. His study reveals that older managers favor more participation in comparison with younger managers and two groups both practice directive and delegative leadership styles at about the same degree. The research conducted by Balk (2004), Schuttle and Hackman (2006), cited in Yorac (2011), found that administrator who belonged to 41-50 years old were more effective as leaders compared to other age groups. Balk claimed that with increasing age, a person tends to become more satisfied and committed with their job because of increasing adaptation brought by experience.

Table 5 Leadership Style of Public Elementary School Administrators when Grouped According to Civil Status

Leadership Style	Civil Status	School Administrators		Teachers	
		<i>f</i>	%	<i>f</i>	%
Autocratic	Single	0	0	1	4.8
	Married	2	9.5	3	14.3
Participative	Single	2	9.5	1	4.8
	Married	9	42.9	8	38.1
Delegative	Single	1	4.8	1	4.8
	married	7	33.3	7	33.3

When grouped according to civil status and as perceived by the elementary school administrator, majority of married and single elementary school administrators were participative. School administrators

perceptions of the leadership styles is the same as teachers’ observation, elementary school administrators are more of a participative leaders which means that single and married school administrators motivates and encourage subordinates to participate in any school related activities which requires them appreciate their roles in the school system. The leadership style performed by school administrators nowadays is parallel to the mandate of School-Based Management (SBM) Program. A strategy to improve education by transferring significant decision making authority from state and district offices to individual schools. Provides principals, teaches, pupils and parents’ greater control over the education process.

Table 6 Leadership Style of Public Elementary School Administrators when Grouped According to Administrative Experience

Leadership Style	Administrative Experience	School Administrators		Teachers	
		<i>f</i>	%	<i>f</i>	%
Autocratic	Shorter	1	4.8	2	9.5
	Longer	1	4.8	2	9.5
Participative	Shorter	6	28.6	7	33.3
	Longer	5	23.8	2	9.5
Delegative	Shorter	4	19.1	2	9.5
	Longer	11	52.3	6	28.6

Table 6 shows that when leadership styles of elementary school administrators were grouped to the length of administrative experience, elementary school administrators with shorter length of administrative experience use participative style of leadership as indicated by the frequency of 6 or 28.6%. On the other as observed by elementary school administrators and teachers, majority of elementary school administrators with longer length administrative experience use the delegative style with the frequency of 11 or 52.3%. However, the study of Yorac (2011), was in contrast with the present study because in the former study, principals with longer administrative experience was perceived and observed to be participative.

Table 6 Leadership Style of Public Elementary School Administrators when Grouped According to Educational Qualification

Leadership Style	Educational Qualification	School Administrators		Teachers	
		<i>f</i>	%	<i>f</i>	%
Autocratic	With M.A. Units	1	4.8	2	9.5
	With M.A	1	4.8	2	9.5
	With Doctorate Units	0	0	0	0
Participative	With M.A. Units	3	14.3	3	14.3
	With M.A	7	33.3	5	23.8
	With Doctorate Units	1	4.8	1	4.8

Delegative	With M.A. Units	4	19.1	3	14.3
	With M.A	3	14.3	4	19.1
	With Doctorate Units	1	4.8	1	4.8

Table 7 reveals that as perceived by the public elementary school administrators and as observed by the teachers' majority of those with masters' degree practice participative leadership style as indicated by the frequency of 7 or 33.3%. Although, there are also elementary school administrators who practice delegative and autocratic style; these results indicated that majority them practice participative style. In contrast, the highest degree school administrators obtained can also influence his preferred leadership styles Yorac (2011). In other study, Napire (2013), conducted that there is no sufficient research to justify that leadership styles might be influenced by educational qualifications. In other words, the employees can argue, make decisions and give opinions as a contribution to the organization without estimating their level of education.

Differences in the Leadership Style of Public Elementary School Administrators as Perceived by School Administrators Themselves and Teachers when grouped According to the Selected Variables

Another concern of this study was to determine significant differences in the perceptions of public elementary school administrators and the observation of teachers on the leadership style of elementary school administrators. This is presented Tables 8 and 9.

Table 8 Differences in the Leadership Style of Public Elementary School Administrators as Perceived by School Administrators as perceived by Themselves when grouped According to the Selected Variables

Variables	df	χ^2	P	Interpretation
Sex	2	1.27	0.53	Not Significant
Age	2	0.17	0.92	Not Significant
Civil Status	4	3.51	0.48	Not Significant
Administrative Experience	2	0.04	0.98	Not Significant
Educational attainment	4	1.58	0.81	Not Significant

Table 8 reveals that there is no significant difference in the leadership styles of elementary school administrators when grouped according to sex, age, civil status, administrative experience and educational attainment. This is supported by the chi-square values of 1.27, 0.17, 3.51, 0.04 and 1.58 at probability values of 0.53, 0.92, 0.48, 0.98 and 0.81. Since the obtained probability values greater than the 0.05 level of significance, hypothesis which states that there is no significant difference in the leadership style of elementary school administrators when grouped according to sex, age, civil status, administrative experience, and educational attainment is therefore accepted.

Results presented above reflected that public elementary school administrators when grouped according to the selected variables do not differ significantly. This is supported by Laguda (2011), in his study on emotional intelligence and leadership style of public elementary school administrators in the District of Calatrava I and II. His study revealed that there is no significant difference in the leadership style of public

elementary school administrators when grouped according to sex, age, civil status, administrative experience, and educational attainment.

Likewise, Yousef (1998), in his study correlates of perceived leadership style in a culturally mixed environment also supports these findings. His findings indicate that leaders’ personal attributes such as national culture, gender, age, marital status, educational attainment and experience have no relationship with leadership style.

Table 9 Differences in the Leadership Style of Public Elementary School Administrators as Perceived by School Administrators as Perceived by the Elementary Teachers when grouped According to the Selected Variables

Variables	<i>df</i>	χ^2	<i>p</i>	Interpretation
Sex	2	0.06	0.97	Not Significant
Age	2	2.12	0.35	Not Significant
Civil Status	4	3.48	0.49	Not Significant
Administrative Experience	2	4.74	0.09	Not Significant
Educational attainment	4	0.71	0.95	Not Significant

Table 9 shows that there is no significant difference in the leadership styles of elementary school administrators as observed by the teacher when grouped according sex, age, civil status, administrative experience and educational attainment. This is supported by the chi-square values of 0.06, 2.12, 3.48, 4.74, and 0.71 at probability values of 0.97, 0.35, 0.49, 0.09, and 0.95. Since the obtained probability values are greater than the 0.05 level of significance, hypothesis which state that there is no significant difference in the leadership style of elementary school administrators as observed by the teachers when grouped according to sex, age, civil status, administrative experience, and educational attainment is therefore accepted.

Table 10 reflects that there is no significant difference in the leadership styles of public elementary school administrators as perceived and observed by the teachers. This reflected by the chi-square value of 3.44 at a probability value of 0.49. Since the obtained probability value is greater than the 0.05 level of significance, hypothesis which states that there is no significant difference in the leadership of public elementary school administrators as perceived by themselves and observed by the teachers is therefore accepted.

Responses of the school administrators and the teachers can be interpreted to mean that perceptions of the school administrators and actual observations of the teachers do not differ significantly. Furthermore, this means that there is a match between the perception and observation of teachers on the leadership styles of public elementary school administrators in Calatrava District II.

Table 10 Differences in the Perceived and the Observed Leadership Styles of Public Elementary School Administrators

School Administrators	Leadership Styles	Frequencies	Teachers			Total	χ^2	<i>p</i>	Interpretation
	Autocratic	Count	0	1	1	2	3.44	0.49	Not Significant

		Expected Count	0.4	0.9	0.8	2.0			
	Participative	Count	1	6	4	11			
		Expected Count	2.1	4.7	4.2	11.0			
	Delegative	Count	3	2	3	8			
		Expected Count	1.5	3.4	3.0	8.0			
	Total	Count	4	9	8	21			
		Expected Count	4.0	9.0	8.0	21.0			

SUMMARY AND CONCLUSIONS

The summary of findings and conclusions formulated on the basis of the research findings.

The main purpose of this study was to determine the leadership style of public elementary school administrators in the District of Calatrava II during the school year 2013-2014.

Specifically, this study sought to determine the leadership style of public elementary school administrators when grouped according to the selected variables. Likewise, significant differences in the leadership styles of public elementary school administrators as perceived by themselves and the teachers when school administrators were grouped according to the selected variables.

The respondents of the study were the 21 public elementary school administrators and the 256 public elementary teachers in the District of Calatrava II. To determine the leadership styles of public elementary school administrators, the researcher adopted a 30-item scoring test developed by Donald Clark last July 1998 and updated in 2007 and were used by other researchers in their respective studies.

Descriptive method of research was used by the researcher to address the different problems posed in this study. Statistical analysis of the data which requires the use of the frequency and percent, and chi-square were used in this study.

Conclusions

Based on the summary of findings, it can be concluded that there is a match in the leadership style of the public elementary school administrators and the teachers as perceived and observed by them respectively. Both respondents agreed that the leadership style displayed by the school administrators is participative. Since there is also no significant difference when grouped according to sex, age, civil status, administrative experience, and educational qualifications of the school administrators, the perception of the school administrators having participative leadership also matched with the observation of their respective teachers

This is the kind of leadership adhered to by school administrators who listen to the team's ideas and studies them, but will make the final decision.

This democratic style of leadership probably satisfies the teachers since they are given the opportunity to contribute to the final decision thus increasing their feeling that their input was considered when the final decision was taken. When changes arise, this type of leadership helps the team assimilate the changes better and more rapidly than other styles, knowing they were consulted and have contributed to the decision making process, minimizing resistance and intolerance.

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