SCHOOL MANAGERS' LEADERSHIP STYLES AND TEACHERPERFORMANCE

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ABSTRACT

The study is descriptive correlational. It aimed to identify the school managers' leaderships styles and its relationship to teachers' performance.The tools used in this research were Leadership Style Survey (LSS)and Performance Appraisal System for Teachers (PAST) Form B-2; For statistical analysis, mean, frequency, and percentage; t-test to determine whether there is a difference between the leadership style as perceived by the school managers themselves and teachers; and the Pearson Product Moment Correlation Coefficient was utilized to determine any relationship between leadership style and teachers' performance, Findings revealed that leadership styles of school managers implicitly and explicitly influence the teachers' performance. The following conclusions were drawn based on the findings of the study: the dominant school managers' leadership styles is transformational leadership; the leadership styles have positive effect on the performance of an institution. It may or may not be significant but still indispensable in the operation of the school and the processes therein; and school managers practice leadership styles appropriate to the existing conditions and needs. It is recommended that the results of the studybe presented to the school administrators and hold a forum revisiting leadership styles with an end view of crafting a school development plan for the 21st century schools.

Keywords: leadership styles, teacher performance, transformational leadership, instructional leadership, transactional leadership

INTRODUCTION

In the midst of the 21st century challenges and alarming issues in education, there is nothing more powerful than the roles the school managers play in the development of educational organizations. They are responsible in ensuring that the school runs efficiently.They have to prepare school development plans, monitor and evaluate implemented programs, and at the same time supervise and administer to the needs of pupils and teachers. Another responsibility is to establish and sustain harmonious community relation.Amidst the multifarious responsibilities of school administrators, there is a need to review and reflect on leadership styles one can effectively use. While there is no exact solutions on how to resolve and attain the kind of quality education the country has been aiming school managers can choose from many tested leadership styles and come up with effective leadership styles.

One issue in the Philippine Educational System is the result of the national qualifying test for principals which showed evidence that Filipinos are among the most schooled in the developing world who failed to raise the expected standards and thus brought an insufficient education for the public. This fact was revealed true in many surveys.

The results of the 2013 National Qualifying Examination for School Heads (NQESH) showed that only 1,454 or approximately 10% prospective principals met the cut-off score of 90 of the total 14, 567 examinees entire the country. Record revealed some 13,113 aspirant principals had inadequate proficiency.

To achieve 21st centuryeducation outcomes, administrators should advocate and work hard to reconstruct their time and school day so that their teachers can collaborate on curriculum development and assessments(Robinson (2012). They must be willing to advocate for school-day restructuring that gives teachers the time they need to work collaboratively on curriculum development, assessment development, and planning.

For a school to be productive and successful, it is important that the school managers must acquire and develop leadership styles enhancing teachers' performance, teachers' and school managers' quality, and eventually pupils' academic achievement. It is in this context that this study was conducted.

Statement of the Problem

This study attempted to ascertain the relationship between school managers' leadership styles and its implication on teachers' performance.

Specifically, it sought answers to the following research inquiries:

1.What is the teachers' performance in terms of the following variables
1.1teachers' quality
1.1.1Performance Assessment System for Teachers (PAST)
1.1.2 length of service
1.1.3 educational qualification
1.1.4 extension community services/ projects
1.1.5 trainings attended
1.1.6 researches conducted
1.1.7 books/modules/instructional materials prepared

2. What is the leadership style of school managers as perceived by themselves and teachers?
3. Is there a significant difference between the leadership style of school managers as perceived by themselves and teachers?
4. Is there a significant relationship between the school managers' leadership style and teachers' performance?

Hypotheses
There is no significant difference between the leadership style as perceived by the school managers themselves and teachers.
There is no significant relationship between school managers' leadership style and teachers' performance.

Conceptual Framework
        It has often been said that the most valuable components in all educational institutions are school leaders, teachers, and pupils as well. Their inability to cope up with the work will make them like square pegs in round holes. As a result, the school will go nowhere (Malana, 2013).
School managers, as the head of the organization, can make and unmake the school and all the stakeholders under their care. They are the persons responsible for all activities that occur in and around the school building. They are the main link between the community and the school, and how they perform in this capacity largely determine the attitudes of parents, teachers and students towards the school.
        In lieu of noteworthy job performance, school administrators must motivate, empower, persuade, and monitor teachers' instructional responsibilities. Teachers perform well when administrators trust and allow them to exercise their academic freedom. Teachers are satisfied and happy working for the school and the children when their creativity is enhanced. These are the things school managers should look into to make their schools perform excellently.
        For quality to be achieved, they must attend local, area, division, regional, national and international seminars. They should pursue further studies like masteral or doctoral degrees. Professional development is a must for them to increase their level of efficiency and competency. It will also widen their perspective on other areas in education such as values orientation. As they attain higher education and enrich experience through trainings, they would be more competent in decision –making and in establishing goals and objectives focus on pupil achievement, teacher performance and school success.
        Hence, it is important that they must use leadership styles appropriate to the existing conditions and needs which are anchored on the above-mentioned premise of contingency or situational leadership for the 21st century school managers.
        Teachers expect transformative leadership styles. They need a leader who motivates them to perform effectively in teaching and doing related works like conducting research, publishing articles and preparing instructional materials.

        Furthermore, teachers expect school managers to give them a clear cut direction on achieving goals and objectives of the school. They expect rewards for outstanding accomplishments. Hence, in this situation, the leader should be transactive.Pupils likewise expect school administrators to be open and friendly, encouraging and fair on discipline.
        Community service is another area of leadership. Teachers and stakeholders expect school managers to be hands-on in the implementation and monitoring as well as evaluation of community program and project participation of the school.
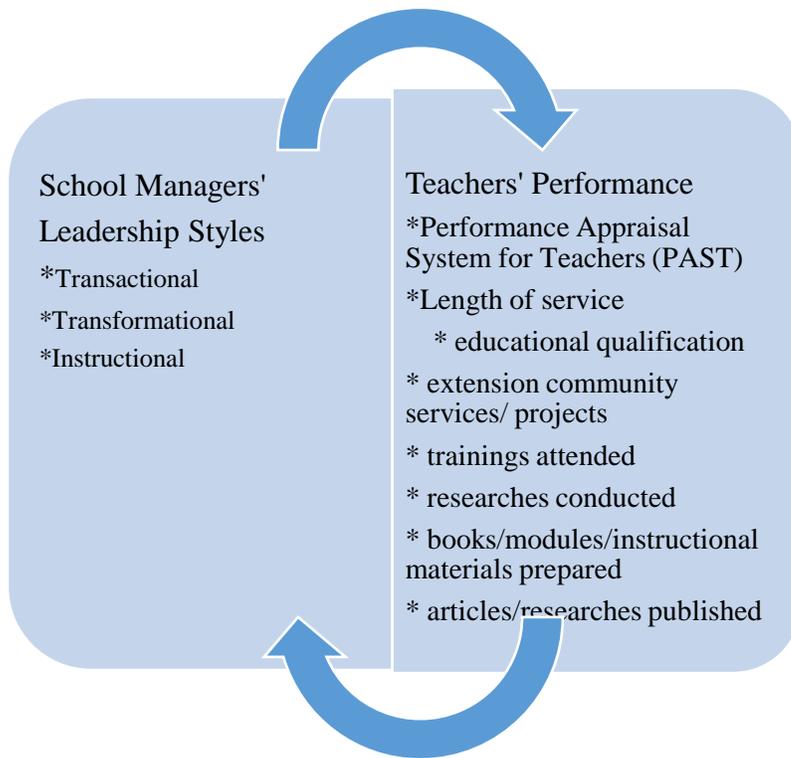
School Managers'
Leadership Styles

*Transactional

*Transformational

*Instructional

Teachers' Performance

*Performance Appraisal
System for Teachers (PAST)

*Length of service

 * educational qualification

* extension community
services/ projects

* trainings attended

* researches conducted

* books/modules/instructional
materials prepared

* articles/researches published

Figure 1. The Research Paradigm

METHODOLOGY

Research Design

The descriptive correlational research design was used in this study as it covers the relationship between teachers' performance and leadership styles of school managers of public elementary schools in Aurora District, Aurora, Isabela. D*escriptive research* provides an accurate portrayal of characteristics of a particular individual, situation or a group. *Correlation*, on the other hand, is a statistical measure of the extent to which two variables are associated (Fraenkel and
Wallen, 1994).

The Respondents

The subjects of this study included school managers and regular teachers of public elementary schools in Aurora, Isabela. There were 17 school managers and 147 regular teachers, a total of 164 respondents.

Research Instruments

The tools used in this research were as follows:Leadership Style Survey (LSS), Performance Appraisal System for Teachers (PAST) Form B-2.

Validity and Reliability of Research Instrument

The Cronbach's Alpha or coefficient was used to establish the reliability of the instrument. The instrument yielded a reliability coefficient of .890 which shows high reliability coefficient and thus the test can be a valid measure of school managers' leadership styles which the researcher measured.

Statistical Treatment

To facilitate an accurate analysis of the quantitative data collected, the following statistical treatments were utilized:the descriptive statistics, specifically, the measure of central tendency such as mean (X), frequency distribution (N), and percentage (%) were used to determine: (a) leadership style of the school managers as perceived by themselves and teachers; the t-test for independent sample means was employed to determine whether there is a difference between the leadership style as perceived by the school managers themselves and teachers; and the Pearson Product Moment Correlation Coefficient was utilized to determine any relationship between leadership style and teachers' performance.

RESULTS AND DISCUSSIONS

Problem 1. What is the teachers' performance in terms of the following variables?
  1.1 Teachers' Performance in the PAST

Table 1. *Teachers' Performance in the PAST*

	Mean	SD	Description
Self	8.76	.51	Outstanding
School Manager	8.79	.53	Outstanding
Peer	8.74	.44	Outstanding
Overall	8.76	.49	Outstanding

Table 1 shows the teachers' performance in the PAST is outstanding. It indicates that the way teachers themselves, school managers and peer rated teachers' performance does not vary. The findings are similar as evident by their high descriptive rating. The consistency of the result may be attributed to the familiarity of the teachers themselves, school managers and peers towards teaching performance. This could be a result of their day-to-day conversation, close supervision and monitoring of their daily routine. As Kuloba (2010) said teacher performance is enhanced by leaders' communication to their teaching staff.

In general, performance of teachers is exceptional. It can be said that they are performing teachers because in terms of instructional competence, they responsibly formulate or adopt objectives of lesson plan, select content and prepare appropriate instructional materials or teaching devices, utilize the art of questioning to develop higher level of thinking, ensure learners' achievement, organize and maintain functional homeroom PTCA, and participate effectively in community projects and civic organizations as chairman/co-chairman/member.

1.2 length of service

Table 2.*Teachers' and School Managers' Length of Service*

	Teachers		School Managers	
	f	%	f	%
8 years and below	46	31.3	0	0.0
9-15 years	36	24.5	1	5.9
16-22 years	33	22.4	8	47.1
23 years and above	32	21.8	8	47.1
Total	147	100.0	17	100.0

Table 2 shows the frequency and percentage distribution of teachers and school managers as to their length of service. The majority of them are experienced teachers and they have already accumulated teaching strategies suited to their pupils.

On the part of the school managers, majority of them are veterans which can be said that they are already experts in designing and implementing school policies effectively. As their work continues to be repeated in almost the same aspects, the more competent they become in their management.

Experienced leaders can truly build trust and guide the young teachers to excel in school. As Covey (2004) pointed out, one of the qualifications to be given consideration in determining an effective leadership is the length of service of a leader

1.3 Educational Qualification

Table 3.*Teachers' and School Managers' Educational Qualification*

	Teachers		School Managers	
	F	%	f	%
BS Degree	11	7.5	0	0.0
MA Units	118	80.3	4	23.5
MA Degree	15	10.2	5	29.4
Doctoral Units	3	2.0	5	29.4
Doctoral Degree	0	0.0	3	17.6
Total	147	100.0	17	100.0

The data reveal that majority of the school manager respondents are MA degree holders and have earned doctoral units. There are also teachers with doctoral units and have masteral degrees. This shows that the school managers and teachers are interested to grow professionally for higher position, better salary, and most importantly, for them to establish good working relationship and be effective leaders and teachers respectively.

Ubben (2001) agreed that effective leadership style and teaching strategies are taken formally in the graduate schools. School leadership capabilities can be acquired through experience. It is then a very important tool towards school discipline, effectiveness and improvement, as well as establishing and maintaining a positive culture of teaching.

Hence, educational qualification carries weight in any field of endeavor. The higher is the educational qualification of school managers, the more they encourage their teachers to pursue graduate studies. The better they can implement leadership styles, too. The higher is the educational qualification of teachers, they can teach more effectively,too.

1.4 Community Services

Table 4. *Teachers' and School Managers' Extension Community Services/Projects*

	Teachers		School Managers	
	F	%	f	%
Anti-Dengue	81	55.1	11	64.7
Drug Prevention	17	11.6	5	29.4
Health Awareness	22	15.0	8	47.1
Clean and Green Environment	81	55.1	16	94.1
Solid Waste Management	44	29.9	13	76.5
Tree planting	92	62.6	13	76.5
Fiesta	130	88.4	16	94.1
Election	119	81.0	15	88.2
Out of School Youth Tutorial	0	0.0	0	0.0
Others	3	2.0	0	0.0

Table 4 shows the specific number of extension community services/projects actively participated by the respondents. As shown, teachers and school managers are actively participating in various extension community activities especially fiesta in their respective barangay. This is a proof that they can handle, lead and manage community services apart from their school responsibilities. Balanay (2005) said that community service is a part managerial responsibility of school administrators. Teachers are also expected to participate in community programs and outreach activities. They should look into how they offer and render their services to improve the living condition of the people in the barangay.

1.5 Trainings attended

With the number of trainings the teachers and administrators have attended from district level to international level, it can be deduced that they are capable in executing their duties and responsibilities as a classroom teacher and school manager. That is why they were given an "outstanding" performance in their PAST.

Although, teachers' performance is outstanding, there is still a need for them to attend training to further enhance their competencies, meet the needs of a changing society and take into account the ever-developing educational insights in the field of education. Rao (2001) stressed that teaching performance is a measure of how much a teacher attended trainings. It is evaluated for teacher's improvement. Since teachers are the major giver of knowledge, it is important to upgrade their performance through trainings to produce intellectual students. School administrators and teachers are then expected to practice excellent administrative and teaching performance for the betterment of Philippine Educational System.

Hose (2012) further concluded that one of the biggest benefits of employee training, especially for every new employee, is the chance to promote consistency from the beginning. Having all of your employees following the same procedures can make for a more effective workplace. This training also helps employers build a more structured work environment that can lead to better productivity. Adequate employee training can help lessen employee frustration by preparing them to handle the responsibilities of the job effectively.

1.6 Researches conducted

Very few teacher-respondents have conducted action research due to their hectic activities Of the 147 teacher-respondents and 14 school manager-respondents included in this study, there are only five action researches conducted.

This shows that despite of activities that hinder teachers' chance in conducting action research, they still find time to conduct action research in order to grow in position and in salary, facilitate educators empowerment (Johnson, 2012 in Pasion,2013), and provide new knowledge and understanding about how to improve educational practices or resolve significant problems in the classrooms and in the schools (Stringer, 2008).

Seguban (2012) pointed out in his article that to grow professionally in position and in remuneration, one must conduct research studies and publish articles in a refereed and CHED recognized journals.

1.7 Books/modules/instructional materials prepared/articles published

In terms of books, it is sad to note that 145 teachers and 16 school managers, a total of 161 or almost 98.2% of the total population failed to prepare books. However, 2 teachers have four books and lone school manager has authored three books. This tries to indicate that respondents have only a few number of books prepared. As a result, they lack books to be used in their day-to-day discussion.

In terms of modules, 144 teachers and 16 school managers, a total of 160 or 97.6% failed to produce modules. Again, 3 teachers have three modules, and one school manager has one module prepared. This signifies that respondents are not used to make modules.

In terms of instructional materials, majority of teacher respondents have less than three IM's as shown by its frequency of 49 or 33.3%. This is closely followed by 48 or 32.7% who have four IM's, 28 or 19% who have five IM's, and 22 or 15% who have more than six instructional materials. To a certain degree, the school managers are exempted from preparing IMs for they do not have subjects to teach. This means that respondents are skillful in preparing reading and instructional materials to facilitate the teaching learning process.

Despite their hectic schedule and time constraints due to multifarious roles to play, school managers and teachers still have time to prepare a number of books, modules and instructional materials that improve learners' capability to listen, read and comprehend complex topics. All of these resources are part of the educators' creativity in drawing out students' potentials (Bartolome, 2003).

As to articles and research studies published, the teachers have published four articles while the school managers have published six articles.This indicates that school managers had more articles published than teachers.Most of which are published in teacher's magazine this is one of the leading journals in the country duly approved by the Bureau of Public Schools. Even they are occupied in their respective zones, they still try their best to publish articles/researches for professional growth and development and for classroom supplementary material. Research studies that had been conducted truly served as references for better performance and quality output.

2. What is the leadership style of school managers as perceived by themselves and teachers?

Table 5.*Leadership Style of School Managers as Perceived by Themselves and Teachers*

Leadership Style	School Managers		Teachers		Total		Rank
	Mean	SD	Mean	SD	Mean	SD	
Transformational	3.60	.33	3.24	.59	3.28	.58	1
Transactional	2.83	.19	2.80	.43	2.80	.41	3
Instructional	3.40	.29	3.19	.53	3.21	.51	2

Table 5 shows the computed mean of school managers' leadership style as perceived by themselves and teachers. Data reveal that transformational leadership style ranks first as shown by the highest total computed mean of 3.28 and an SD of .58. They are leaders who transform people and organizations; enlarge vision, insight and understanding; seek differing perspective when solving problems; clarify purpose; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum-building (Covey,2004).

Instructional leadership style ranks second with the total calculated mean of 3.21 and an SD of .51. Such leaders attend to teaching and learning improvement, staffing the schools' program with teachers' well matched to the school priorities, providing instructional support, monitoring school activity and school's progress, and buffering staff from distraction (Day & Leithwood, 2007.

Transactional leadership style is the least preferred among the three which has the total computed mean of 2.80 and an SD of .41. They are identified leaders who maintain high degree of control over employees, direct group members on the way things should be done, and clarify what the followers need to do (Van Eeden, Cilliers & Van Deventer, 2008).

This implies that transformational leadership style is the dominant leadership style. However, the school managers and teachers also perceived the school managers' leadership styles to be transactional and instructional which shows that administrators apply leadership style that is appropriate to different situations.

3. Is there a significant difference between the leadership style of school managers as perceived by themselves and teachers?

Table 6.*Computed t-Values Between Means of Ratings in Leadership Style as Perceived by School Managers Themselves and Teachers*

Leadership Style	Mean Difference	Df	t-Value	p	Interpretation	Decision
Transformational	-.36	29.89	3.92	.00	S	Reject Ho
Transactional	-.03	39.02	-.44	.66	NS	Accept Ho
Instructional	-.22	30.07	2.66	.01	S	Reject Ho

Table 6 presents the computed t-values between means of ratings in leadership style as perceived by school managers themselves and teachers.

As shown, transformational leadership style has a computed mean difference of -.36 and computed t-value of 3.92. At 29.89 degrees of freedom, the t-Test of difference gives a significant result. This implies that the school managers' and teachers' perceptions along transformational leadership differed significantly.

As to transactional leadership style, respondents obtain a mean difference of -.03 and computed t-value of -.44. At 39.02 degrees of freedom, the t-Test of difference exhibits an insignificant result. In this case, the school managers' and the teachers' perception on transactional leadership are the same. Such similarity could be attested on the rank of leadership styles. Both teachers and school managers perceived instructional leadership as the second leadership style.

Along instructional leadership, the mean difference of -.22, computed t-value of 2.66 and degrees of freedom of 30.07 reveal a significant result. This goes to show that the school managers' and the teachers' perceptions on instructional leadership differed significantly.

Studies conducted on the influence of leadership styles and teachers' performance and teachers' and school managers' quality reveal different results.Pasion's (2013) study proved that there is significant difference between the leadership styles as perceived by the administrators themselves and their teachers.

It can be inferred based on the results that teachers want school managers who encourage and empower them to perform their tasks independently yet they want their outstanding performance to be recognized and rewarded so rules to increase efficiency of established routines and procedures are set.

Kuloba's (2010) study on the effects of leadership styles on teacher performance in secondary schools in Nakaseke District revealed that: (1) head teachers' involvement of teachers in decision making process of the school through committees and meetings enhances teacher performance; (2) teacher performance is enhanced by head teachers' communication to their teaching staff; and (3) head teachers' delegation of duties to teachers enhances teacher performance.

4. Is there a significant difference between the leadership style of school managers and teachers' performance?

4.1 Teachers' performance in the PAST

Table 7.*Computed r between School Managers' Leadership Style and Teachers' Performance in the PAST*

Leadership Style		Self	Remarks	School Manager	Remarks	Peer	Remarks
Transformational	r	-.05	NS	.00	NS	.23	S
	p	.57		.97		.00	
Transactional	r	-.06	NS	.00	NS	.16	S
	p	.50		.97		.05	
Instructional	r	-.04	NS	-.00	NS	.21	S
	p	.67		.98		.01	
Average PAST	r	.90	S	.79	S	.70	S
	p	.00		.00		.00	

Table 7 displays the computed r between school managers' leadership style (as perceived by themselves and teachers) and teachers' performance in the PAST.

Having a computed r of -.05 and significance level of .57 between transformational and self-perception and computed r of .00 and significance level of .97 between transformational and school manager perception, results yield negative correlation. This shows that school managers' transformational leadership is not significantly related to teachers' performance based from self and school manager's perceptions.

However, as to peer evaluators, having a computed r of .23 and significance level of .00, the relationship is significantly related. Meaning, school managers' transformational leadership has a direct impact on teachers' performance based from peer perception.

Obtaining a computed r of -.06 and significance level of .50 between transactional and self-perception, and computed r of .00 and significance level of .97 between transactional and school manager perception, results yield a negative relationship. This shows that school managers' transactional leadership is not significantly related to teachers' performance based from self and school manager's perceptions.

As to peer evaluators, having a computed r of .16 and significance level of .05, the relationship is significantly related. Meaning, school managers' transactional leadership has an effect to teachers' performance based from peer perception.

Meanwhile, having a calculated r of -.04 and significance level of .67 between instructional and self-perception, and calculated r of -.00 and significance level of .98 between instructional and school manager's perception, results accept the null hypothesis. This shows that school managers' instructional leadership is not significantly related to teachers' performance based from self and school manager's perceptions.

Perception of peer evaluators, on the other hand, is different. Results yield significant relationship having a calculated r of .21 and significance level of .01. Meaning, there is direct influence of school managers' instructional leadership style to teachers' performance as far as peer perception is concerned.

The overall average PAST finally shows that with a calculated r of .90 and significance level of .00 as to self, calculated r of .79 and significance level of .00 as to school manager, and calculated r of .70 and significance level of .00 as to peer, school managers' leadership styles have significant relationship to teachers' performance.

Liban (2005) proved that there is a significant relationship between the performance of the school heads along their routinary functions of classroom visitation, conduct of meetings, evaluation of outputs, and above all, attitude of teachers. On the other side of the coin, Pasion, (2013) in her study stated that there is no significant relationship between leadership style and teachers' performance.

While the school manager and teacher perceptions reveal no relationship, the perception of the peer evaluator is consistent. The peer's perception could imply that there is no best leadership style an effective leader can adopt; still it is the leaders' judicious minds to select and apply which style is most needed depending upon the situation. Either being transformational at times, transactional, instructional or even a collaborative utilization of the three at high sounding decisions, it is imperative, therefore, that school administrators should be concerned towards the quest for effective and productive teachers' performance, teachers' quality and school managers' quality, and pupils' academic achievement as well.

It is implied that transformational leadership style be exercised often by the school managers of Aurora District to establish high morale and confidence of teachers which they need to perform best.

4.2 length of service

Table 11.*Computed r between School Managers' Leadership Style and Teachers' and School Managers' Length of Service*

Leadership Style	r	P	Decision
Transformational Length of Service	-.09	.27	Accept Ho
Transactional Length of Service	-.05	.51	Accept Ho
Instructional Length of Service	-.03	.75	Accept Ho

Table 11 gives information on the computed r between school managers' leadership style (as perceived by themselves and teachers) and length of service.

Data display that transformational having the computed r of -.09 and significance level of .27, transactional having a computed r of -.05 and significance level of .51, and instructional having a computed r of -.03 and significance level of .75 are not significantly related to the length of service. The result shows that school managers' leadership styles have no relationship or have nothing to do on their length of service.

The result is in contrary with the study of Chen & Francesco (2000) that tenure, age, level of education and duration of leadership have significant impact to employee commitment.

Table 12.Computed r between School Managers' Leadership Style and Teachers' and School Managers' Educational Qualification

Leadership Style	Df	χ^2	p	Decision
Transformational Educational qualification	2	1.62	.45	Accept Ho
Transactional Educational qualification	2	2.20	.33	Accept Ho
Instructional Educational qualification	2	3.19	.20	Accept Ho

Table 12 introduces the computed r between school managers' leadership style (as perceived by themselves and teachers) and educational qualification.

Having a degree of freedom uniformly pegged at 2, data divulge that transformational's chi-square value of 1.62 and significance level of .45, transactional's having the chi square value of 2.20 and significance level of .33, and instructional's having the chi-square value of 3.19 and significance level of .20 are not significantly related to the educational qualification. This result signifies that school managers' leadership styles have no effect or relationship in their educational qualification; hence, the null hypothesis is accepted.

Goleman (2000) contradicts the findings by pointing out that educational qualification has an impact on leadership style on organizations, department, and teams, as well as work climate and atmosphere. Leaders who want the best results should not rely on a single leadership style but apply the appropriate leadership style suited to the kind of people in an organization.

4. 3 school designation

Table 13.*Computed r between School Managers' Leadership Style and Teachers' and School Managers' Designation*

Leadership Style	Df	χ^2	p	Decision
Transformational School designation	4	4.02	.40	Accept Ho
Transactional School designation	4	15.10	.00	Reject Ho
Instructional School designation	4	6.86	.14	Accept Ho

Table 13 views the computed r between school managers' leadership style (as perceived by themselves and teachers) and school designation.

With 4 as degrees of freedom, data indicate that transformational's chi-square value of 4.02 and significance level of .40 and instructional's chi-square value of 6.86 and significance level of .14 are not significantly related to school designation. However, transactional's chi-square value of 15.10 and significance level of .00 is significantly related to school designation.

Such finding bears no relationship or effect between transformational and instructional to their school designation but has a bearing in transactional leadership style. This implies that transactional leaders orient and assign teachers specific responsibilities and tasks, and monitor their performance. They exhibit strength, consistency, yet flexibility in decision making and the application of policy and procedure as Dinham (2005) said.

Ekaterini (2010) confirmed that although the managers support, the resulting decision is theirs alone and they shoulder the responsibility for it. School position is positively related to transactional leadership. However, it is a practice that older managers have a tendency to shoulder the responsibilities of their decisions less than younger managers.

School managers must therefore possess qualities worthy of emulation, plan with teachers what programs or activities are given priority for effective learning, see to it that views and opinions of teachers are respected and feedbacks are being heard, and supervise classroom instruction in such a way that the teachers are guided in improving their weak points. With this, teachers are not inhibited to relate with the head. They could talk about their concerns openly, and problems that arise could be easily solved. Difficult task could be shared and they are encouraged to initiate things for the improvement of the school. This is the fruit of a relationship where there is mutual support, cooperation and respect between the head and his subordinates (Liban, 2005).

The findings affirm that a leader may shift from transformational to transactional leadership style when necessary.

Table 8.*Computed r between School Managers' Leadership Style and Teachers' and School Managers' Extension Community Services/Projects*

Leadership Style	r	P	Decision
Transformational Extension community services/projects	.12	.13	Accept Ho
Transactional Extension community services/projects	.05	.55	Accept Ho
Instructional Extension community services/projects	.16	.04	Reject Ho

Table 8 demonstrates the computed r betweenschool managers' leadership style (as perceived by themselves and teachers) and extension community services/projects.

Data uncover that transformational having calculated r of .12 and significance level of .13 and transactional having the calculated r of .05 and significance level of .55 are not significantly related to extension community services/projects. On the other hand, instructional having the calculated r of .16 and significance level of .04 is significantly related to extension community services/projects.

Admittedly, the result appears no relationship found between transformational and transactional in the implementation of extension community services/projects participated but has a relationship in instructional leadership style. It can be deduced that instructional leadership style works best in extension community services. They are leaders who give clear and specific instructions on how to go on with the programs and activities. This is an interesting insight on the application of instructional leadership not only in teaching learning situations but also in community relation.

Bono & Judge (2004) supported the implication given by the present researcher by saying that leaders are admired, respected and trusted to such an extent that followers identify with them and strive to emulate their instructional leadership and behavior . How leaders treat and value their followers is the key then to understanding the influence that leaders have on them.

4.5 Training attended

Table 14.*Computed r between School Managers' Leadership Style and Teachers' and School Managers' Number of Trainings Attended*

Leadership Style	r	p	Decision
Transformational Number of trainings attended	-.02	.79	Accept Ho
Transactional Number of trainings attended	.02	.77	Accept Ho
Instructional Number of trainings attended	-.06	.45	Accept Ho

Table 14 conveys the computed r betweenschool managers' leadership style (as perceived by themselves and teachers) and number of trainings attended.

Looking at the given data, transformational having the computed r of -.02 and significance level of .79, transactional having the computed r of .02 and significance level of .77 and instructional having the computed r of -.06 and significance level of .45 yields no significant relationship.

This means that school managers' leadership styles have no effect in the number of trainings attended or vice versa attendance to trainings has no impact in the manner on how a leadership style is being practiced in an organization.

However, Covey (2004) stressed that for an effective leadership be met, principals should implement a policy on staff development by sending his/her teachers to seminars and trainings for better performance and better quality outputs.

4.6 research

Table 10.*Computed r between School Managers' Leadership Style and Teachers' and School Managers' Number of Books/Modules/Instructional Materials Prepared*

Leadership Style		r	p	Decision
Transformational Number of materials prepared	books/modules/instructional	-.16	.04	Reject Ho
Transactional Number of materials prepared	books/modules/instructional	-.06	.44	Accept Ho
Instructional Number of materials prepared	books/modules/instructional	-.10	.22	Accept Ho

As to number of books/modules/instructional materials prepared, it can be seen from table 10 that transformational having a calculated r of -.16 and significance level of .04 is significantly related to publication. This implies that transformational leadership style has an important bearing in the preparation of books, modules and instructional materials. Seguban (2013) admitted the implication given by the present researcher. He suggested that school administrators and teachers should conduct action research and publish it in a reputable journal. Also, they should learn state of the art of teaching by preparing electronic modules and instructional materials for more effective teaching and learning process. Modular teaching improves the capability of the learners to read and comprehend what they read.

On the other hand, transactional having a calculated r of -.06 and significance level of .44 and instructional leadership styles having a calculated r of -.10 and significance level of .22 are not significantly related to number of books/modules/instructional materials prepared. This shows that the stated school managers' leadership styles have no effect in the preparation of modules, instructional materials and number of books authored.

Transformational leadership elicits commitment rather than compliance. It creates a community in which each person has a sense that s/he is a stakeholder in the organization's mission. It promotes empowerment (Jung & Avolio, 2000). It is considered a superior style leadership because it is more likely to lead to long-term organizational growth and innovation, reduce organizational stresses, and improve the organizational commitment of the teachers (Bass & Riggio, 2006). This could lead to implication that when teachers are empowered and motivated, they would perform with or without the presence of school managers.

DISCUSSION

While the study reveals that leadership styles have no significant relationship to teachers' performance, the answers during the interview revealed that the role of school managers are crucial in improving the school performance and maintaining effective and harmonious relationship with the community. The relationship of the leadership styles of school managers are already embedded in the vision, mission and objectives of the school as enumerated in the school development plan. The school managers plot the road map of the directions the school would take. In so doing, he /she uses different leadership styles ranging from transformational, transactional, and instructional which are by-products of the contingency or situational models of leadership.

The study re-affirms the ever changing roles of school managers and the relativity of leadership styles. It can be deduced that school managers are transformative, transactive and instructive. The combination or criss-

crossing application of these leadership styles will bring the school or the institution to success in terms of pupils' high achievement, outstanding performance of teachers, and good community relations.

The study implies that for the school managers to cope with the ever changing conditions in education and school management, the most appropriate leadership styles is the transformational leadership style.

The study further implies that one indispensable aspect the school managers should looked into is the cultural background of the school, teachers, pupils, and community.

Conclusions

The following conclusions were drawn based on the findings of the study:

The leadership styles have positive effect on the performance of teachers. It may or may not be significant but still indispensable in the operation of the school and the processes therein. Thus,school managers should practice transformative leadership appropriate to the existing conditions and needs.

Recommendations

Based on the foregoing findings and conclusions, the following recommendations are offered: present the results of the study to the school administrators and hold a forum revisiting leadership styles with an end view of crafting a school development plan for 21st century schools.

School managers should be provided continuing leadership training development program so as to enhance their leadership proficiency.

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