

Leadership Styles And Management Practices Of School Principals In Selected Private Schools In The Fourth District Of Nueva Ecija

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Abstract

Along with public schools, private schools also prepare individuals for the world of work. They provide learning programs that develop learners' knowledge and attitudes to gainful occupation.).

As one of the community's educational providers, private schools must become more effective, depending on principals' creative leadership. This paper determined the private school principals' leadership styles which will be described in terms of their oriented in person, task and person-task and management methods described in terms of their planning, organizing, directing and controlling. The descriptive method was utilized in this paper. In this study, the respondents were 12 private school principals from the fourth district of Nueva Ecija. Based on the findings, the researcher concluded that the private school principal has an effective leadership style described in terms of person-oriented, task-oriented and person-task-oriented. Also, the private school principal has an effective management practice described in terms of how they plan, organize, direct, and control an institution. Thus, it is like every school principal to have these managerial and leadership skills to lead their school in success.

Keywords: leadership style, management practices, private school principal

Introduction

Along with public schools, private schools also prepare individuals for the world of work. They provide learning programs that develop learners' knowledge and attitudes to acquire the gainful occupation (Hawkins, 2002). The principal, as a leader, has the authority to manage a school's people and financial resources to achieve the school's goals and mission (Fullan, 2007). In terms of educational management, principals have different leadership styles and methods. It only implies that principals differ from each other in the way they handle and decide different matters in school (Urick, 2016). While some principals are primarily focused on tasks, others are focused on people, while others are focused on jobs and people. It only shows that the principal makes a diverse way of decision making (Dimmock and Walker, 2000).

There is now a clamor to improve the quality of education in these institutions due to their critical roles in increasing youth literacy (Edomwonyi, and Osarumwense, 2017). As one of the community's educational providers, private schools must become more effective, which depends on principals' creative leadership (Crow et al., 2002). Because private school principals' leadership styles and management practices vary, this research focuses on identifying the factors that influence these disparities in leadership styles and management practices (Heyliger, 2014).

The main premise is that principals' leadership styles and management methods are influenced by various personal, social, physical, financial, and environmental elements. Principals and potential principals can benefit significantly from knowing such aspects to carry out their duties efficiently. A soldier can't go to combat without weapons, and he can't use them unless he knows how to use them. He should also be allowed to make the best use of these weapons.

Objectives of the Study

This paper determined the private school principals’ leadership styles which will be described in terms of their oriented in person, task and person-task and management methods described in terms of their planning, organizing, directing and controlling.

Methodology

Research Design

This study utilized descriptive research to determine the buying influence predictors among the respondents. This paper used descriptive method, as it is a basic approach to analysis that explores the situation as it occurs in its present state (Williams, 2007).

Sampling Design

Individuals were chosen as samples based on the researchers' goals for their controls using the method of purposeful sampling. It is a non-scientific sampling method in which a person is chosen for inclusion in the sample because there is good evidence that he is representative of the entire community.

Respondents

The study respondents were composed of 12 private school principals within the fourth district of Nueva Ecija.

Research Instrument

This paper used survey research to integrate scientific methods through critical analysis and evaluation of source materials, analysis and interpretation of data, and generalization and prediction (Salaria, 2012). The research instrument used was a researcher-made based on numerous literature. The instrument was subjected to content validation.

3. Results and Discussion

Table 1. Leadership Style of the Respondents

Leadership Style Criteria	Mean	Interpretation
Person oriented	4.23	Very Effective
Task oriented	4.08	Effective
Person-task oriented	4.10	Effective
Overall Weighted Mean	4.14	Effective

Legend: 5.00 – 4.21 = Very Effective; 4.20 – 3.41 = Effective; 3.40 – 2.61 = Slightly Effective; 2.60 – 1.81 = Not Effective; 1.80 – 1.00 = Not Very Effective

Table 1 shows the leadership style of the private school principal. The respondents obtained a mean equivalent of 4. 23, which has a verbal interpretation of “Very Effective” in terms of person-oriented. In terms of task-oriented, the respondents got a weighted mean match of 4.08, which has a verbal interpretation of “Effective .”Last, the respondents obtained a weighted mean equivalent to 4.10, which has a verbal interpretation of “Effective” in terms of person-task oriented. The data revealed that in terms of the different criteria when describing their leadership style, all of them garnered a mean equivalent to being “Effective .”The result was supported by the study of Day, 2001. According to him, it is natural for the school principal to possess an effective leadership style.

Table 2. Management Practices of the Respondents

Leadership Style Criteria	Mean	Interpretation
Planning	3.88	Effective
Organizing	4.05	Effective
Directing	4.12	Effective
Controlling	4.12	Effective
Overall Weighted Mean	4.04	Effective

Legend: 5.00 – 4.21 = Very Effective; 4.20 – 3.41 = Effective; 3.40 – 2.61 = Slightly Effective; 2.60 – 1.81 = Not Effective; 1.80 – 1.00 = Not Very Effective

Table 2 shows the management practices of the private school principal. Regarding planning, the respondents got a weighted mean match of 3.88, which has a verbal interpretation of “Effective.” Next, in terms of organizing, the respondents got a weighted mean match of 4.05, which has a verbal interpretation of “Effective .” Last, in directing and controlling, the respondents got a weighted mean match of 4.12, which has a verbal interpretation of “Effective .” The data revealed that in terms of the different criteria when describing their management practices, all of them garnered a mean equivalent to being “Effective”. The result of the study only implies that school principals were doing the different practices of management effectively (Hallinger and Heck, 1998).

Conclusion

Based on the findings, the researcher concluded that the private school principal has an effective leadership style described in terms of person-oriented, task-oriented and person-task-oriented. Also, the private school principal has an effective management practice described in terms of how they plan, organize, direct, and control an institution. Thus, it is like every school principal to have these managerial and leadership skills to lead their school in success.

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