

The Principals' Leadership Styles and Teachers' Performance of Selected Elementary Schools at The District of Norzagaray East

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ABSTRACT

Effective education leadership makes a difference in improving learning and it is also one of the efficient tools to shape and sway people to do positive outcomes towards a goal persistently. This study's main purpose is to examine the impact of Principals' Leadership Styles on Teachers' Performance in Selected Elementary Schools of the District of Norzagaray East. The researcher used descriptive- correlational survey design. The study was carried in six Elementary Schools of the District of Norzagaray East. The study's overall findings are that teachers considered principal leadership styles practices as "frequently true" for being Authoritarian and Democratic style; while seldom true for practicing Laissez faire Style. Also, most teachers' work performance was rated as "very satisfactory" and there is no Significant Relationship between principals' leadership style and teachers' performance. The researcher gave several recommendations.

KEYWORDS: Principals' Leadership Styles, Teachers' Performance, Authoritarian Style, and Democratic style.

Introduction

Our country is facing a big problem in seeking for a good and admirable leader, it is always been a challenge especially in the field of Education. As time goes by, it becomes more and more difficult to find a leader worth following. In education nowadays, a leader should know how to unite teachers, learners, and parents' talents, skills, and forces. It will definitely meliorate the rate of education and educational system of our country. According to Maxwell, "Leader is one who grasp the way, goes the way and flaunt the way". To achieve the country's educational evolution, the country's policy of the country's national education should be supported. All school has number of important roles to play to cultivate its aims and objectives. Upon reaching its goal, one of the important roles to play is to catalyze effectively in elementary schools, to improve thereby both peculiar and institutional abilities, including the teachers and other staff. (Avolio & Gardner 2005).

The deed of the head of the school touches each school's capacity, leading to either derogate or enhance the student's academic achievement. The efficacious academic head has the ability to

unfold a capacity of the school community that can lead in the victory of changing the literacy of the student through their teachers performance, educational staff and students(Daley, Guarino & Santibanez, 2006). This leadership style is beneficent to the teachers and not necessarily to their leaders. (Bhindi, Hansen, Rall, Riley, & Smith, 2008).Wherefore, the student triumph is effected by the strategy of the teacher gained from their school principal.

The school head has momentous task to do. One of an effective leader's function is refining a job rendition among teachers, mostly found in central schools. In underpinning the said problem, Crum & Sherman (2008) cited that highly experienced teachers and high performers should show their practice into their daily styles to add up to the school capacity and school improvement. The master challenge in the school head/ administrator is to provide and increase the atmosphere of a facilitative environment rather than a manipulative atmosphere for the teacher and learners. This solution can only be possible if the principal allows teachers to engage in making decision for the school, allow a formal communication along with teachers, students, parents and staff for the development of the school community. The most weighty of employees' performance within the entire school is the contingent of duties through applying a productive leadership style (Cheng and Dainty (2002) and UNESCO (2006).

In line with this, the Department of Education established and implemented the Result Based Performance Management System (RPMS) yet most commonly known as Individual Performance Commitment and Review Form (IPCRF) for teachers.(DepEd Order No. 2 Series of 2015). It was supported by Echoing Training of teachers and School Heads on the RPMS (IPCRF) Manual through action cell.(Division Memorandum No. 103 series 2018).

This study's objective was to catechize the adopted principal leadership styles and teacher's performance in Norzagaray East District Elementary level. The research was contemplated to accrual insights into the different leadership styles being used momentarily to determine the preference of principals leadership and teachers' performance. Each teacher's cultural backgrounds defends on the various heterogeneous groups from economic social division usually have personalities different from others; it means that each teacher has its strategies in how he/she will execute his/her own lesson in line with the curriculum being implemented by the institution. To reach each teacher's maximum potential in a school, the principal should prioritize different abilities and capabilities of his/her teachers to lift the confidence and show a positive outcome.

Leadership and Leadership Styles

Leadership is a series of actions of leading the group through changing how human beings behave and showing a vital and active response designed to the action and commands of the group members. There are three important parts, namely “channel,” “immitator” and “story” are involved. In sequal, the megahit of a leader turn on the power or skill to bring about patented the desired result and regard (Bal, Campell, Steed & Meddings 2008). It is significantly, a procedure

in which the action of individuals can be imitate and drone goad and muster a common purpose to work together to achieve the same goal (Adeyemi, 2010).

According to ECSC (2008), leadership has been given lots of meaning with multiple methods. Nevertheless, it is denote previously, the most frequent vignette goes to the competence of leaders to hearten the constituent of a team to commit in one goal already set by an organization. Similarly cited by (Pirkhaefi, 2009), leadership is one of the major assignments of department , comprised of the science and art of making people imitate to gain objectives. Ukeje (2008) also agreed that supervision means swaying people not to refuse to work with zeal in getting the result of a hard work of the saleable goals. A conductor/leader cannot work by himself, he must have.

People to move, channalize, carry along, to make someone aware of something that is going on and bring people in the right direction.

In addition to , Ukeje (2008) ,stated that his/her leadership style is how proprieties leaders brings off these function and conduct activities done in the organization. It is the methods of a head master in how she/ he leads. According to Fullan (2008), there are five major characteristics; having decent purpose, allowing for remaking processes, making resonable skills, and achieving visciduity in the workplace.

As Khalkhali et al, (2011) agreed, supervision or administration styles determine ambience, beliefs, norms , arts and styles conquer the organization. It is invented of a broad of stance,feature and masterfulness in the principals formed based on four ddelegate: values, faith, jobholder, leadership frontage , and a feeling of security shaped in eventful situations. In that case, if a head is to shift the educational model or pattern in a school, he or she must percolate these characteristics in order to nurture change and not stick around upon network that are no longer operationl. According to Goldman (2011) these variety of leadership styles are bread –in-the--bone, well -read behaviors.

On the other hand, leaders distinct leadership in multifold parts. These, though others are: producing target and empirical, demonstrate structures, cope and allowing inner motivation personnel and giving leadership (Daresh, 2010).It is also believed that an operative and efficient leader can touch the heart and soul of his/her supporters to achieve a pleasing event and produce a surroundings designed to devotedness to even objectives to convert people to directly grab the goals of the organization and showing willingness to remove the interest in attaining the power over leadership (Filla and Stichler 2008).

However, most administrators are likely to focus on the person which are the teachers rather than the accomplishment of their work. Leaders mainly engage themselves in the

subordinates than the work they provide for the company / organization. Human relations is habitually measured major to leadership or whether a leader punctuates a task (Ukeje 2008).

Actually, Filla and Stichler (2008) stated that leadership is the major substantial phase resulting in an organization's desired result. The reaching of sequel through productive leadership needs to clear the path to achieve the result from the followers. The power to lead other people is also the course of swaying others in picking the kind of task that will provide what is useful or necessary to the group for the triumph of the same goal. To create something worthwhile, the leader needs to draw an environment for employees that will make them feel important so that they will push themselves to their innermost limit for the benefit of the whole organization. (Nakpodia , (2009).

Leadership is the capability to inspire a group towards attain the figment and set of objectives . Without leadership, implementation of tasks and their achievement are impossible (Quinn Mills,2009). The supervisor, immitator, message, and the scene are said to be the four substantive factors that a leadership should measure (Bal, Campbell,Steed & Meddings,2008) .

Burke (2009) cited that the leader shows off leadership with a special traits with their everyday deportment and run over while Krejsler & Moos,(2008) agreed that to reach the school aims a great leader should solve the problem in the school that shows a broad school belief, achieving school estate is a oppugn in an era where changes are similar and consistent and agree with the rules about what is proper and acceptable of curriculum and student formidable.

A particular role is assigned to a leader in every organization. The progression of the organization rendition and running a organization is always a duty of the leader. The outcome according to Ezeuwa (2005), is the people are pushed to act or respond and ardent towards the corporate goal. In the organization master without its follower will not be possible , he/she must have subordinates that he/she can passed on his/her skill, command ,carrying – on sentisize and bring people together for an action in achieving one goal. In that case, leadership stuff, same to behavioural supposition, can be knowed and are not inborn. Demistify that theories about behavior suggest that proficient team leaders are known for a fact in reaching a conclusion as an evidence. Nahrgang, Derue, Wellman and Humphrey (2011)

However, trust in the theories of behavior core on how a leader can make an attribute of thinking by means of what leaders do and do not on will be the result of their action. In this manner, the study shows that through teaching and observation the people can demonstrate to become leaders. Derue et al. (2011)

On the other hand, Cherry (2010) cited that Leadership Trait Theory holds on tothe trait that a person can distinguish and pinpoint a person who has a right trait and qualified to become

a leader. In addition, Cherry (2010), also cited characteristics research discover that it is difficult to identify the difference between traits that are needed to cultivate leadership and those abilities in preserving such.

All the same, Ricketts (2009) has found that even if most of the specifics are ordinary to most group leaders, the confirmation was overall mention that different situation needs different kind of leadership, one leadership style maybe applicable to one scenario but not to all situation perhaps into another story. It is acknowledge above Cherry (2010), Trait Theory of Leadership directly focuses on the set of emotional qualities, somatic appearance and leaders capacity; while authoritarian, republican and a type of leadership where in a policy that allows business operate with every interference from the government usually determined on the type of behavior of a leader.

Moos, Krejsler & Koford (2008), cited that authoritarian leadership are leaders who exercise a leadership style which is known as autocratic, he/she unveil harmonious actions design a one sided decision and that involves acting. Harmonize to the House, in a common situation the follower build a sense of protection and a peace of mind. It is mostly supremely fruitful when people are unsure of the work or when there is a mistrust in their workplace. On the contrary, based on previous studies shown that there are attempts on how a leader can be actively and even more effective using a particular trait (Rowland, 2008).

According to Rowland (2008), presuppose that there are three qualities that are the most revelatory in successful leaders, scilicet, involving relations between people factors, apprehensive mind process factors and superintendent factors.

Therefore, Derue, Nahrgang, Wellman & Humphrey (2011) cited that it can be hypothecate that this theory is based on a controvertible given as far as personality.

In a study, Koford, Krejsler & Moos, (2008) agreed that success is manageable if the teacher has an equal participation as their principal in school. the principal is accountable for the school system and has a functional participation everyday at school to promote high education and defeat educational inhibition.

According to Kane & Patapan, 2010, Each group member can contribute their insights and mindful ideas, they can easily express and share their mastery the whole group regardless if they are the leader or follower. The recommendation of the member can unfold their lore and skills which is the high ground of a democratic leadership style. The school heads patterns approbatory behavior with their commonness of classroom and visitation of pupils at home, always at the school premise, opportunities for leadership and relevant evaluations (Louis & Wahlstrom, 2008)

However, Burke (2009) cited that a direction and instruction needs to be clear to the teachers to reach the common goal of academic excellence, which brings out the motivational program of leaders. Nonetheless, securing school estate can only be applied by empowering the head of the school. In making a decision, there should be an emotional partnership between teachers' and school principal to show self efficacy especially in teachers. It also allows the citation of teachers professional growth by making a self diagnosis on the issue, allows permission to be more actively engaged in educational system. (Koford, Krejsler & Moos 2008).

Likewise, leaders are imitators of the original leaders. (Bhindi, Hansen, Rall, Riley, & Smith, 2008). It only means that pupils literacy gain is the outcome of a school leader that make a deed to sway school capacity.

Moreover, Kane & Patapan (2010) state that an example of a participative organization is a school where personnel get together are held the same time to discuss product school concern by giving advice style of management. In addition, schools regrade worker satisfaction through a steady formal connection between the administrator, teacher within the organization, and even the non teaching personel in the organization.

Opinion are freely expressed in every organization, each individual has their own right to equality (Westhuizen, et al 2008).

According to (Sodhi,2009) all areas in the department used cooperative management, teachers should be well inform, give their opinions and able to express their ideas and understanding to the topic that is being discuss.

Moreover, the involvement of managers whereas potential to balance and their employees in information course, judgment, or inquiry about the problem. In addition, in reaching its goals, participative style can have many possible advantages (Somech et.al (2009).

According to Rice & Roelike,(2008), researcher found out that if the teacher worked with support and value then teacher will have a high work satisfaction will meet leadership anticipation. Consequently, Somech et.al (2009), the greater the social commitment is, decision making is more efficient, hence it gives the best result to the problem. Most people believe, "Two heads are better than one". It means that the more people are committed to solve the problem th easier the problem will be solve. It only means that brainstorming will create better decisions than one person.

In fact, Shennu (2010) also added that cooperative/participative management increases motivation of the workers through accepting their ideas, resulting in an excellent group work and increasing work performance, most of the time.

Parnell & Crandall (2010) cited that the principal give decision based on his/her know-how and information of facts that he/she gather from the person involved. In addition, Parnell & Crandall (2010), an additional dilemma, is that it is time-consuming if the organization used a participative approach. In the decision-making process, the more people involved, the more time-consuming and decision-making, the employees need to first understand the issue/ problem before giving their own idea about how they see the sthat participative leadership approach, time is the central weaknesses.

In situation when there a quick deadline, the leader needs to decide as quick as possible especially in times of crisis (Shennu,2010). Likewise, a head with self governing style requires teachers' involvement in any opinion that is going to be made however, the affiliative leader takes care of their teachers especially those with emotional needs and focuses on how their followers felt about the situation and not just thinking on how they can create something brilliant for the school. Goleman, Boyatzis and McKee (2010).

According to Burke (2009), collaborative and trusting environment in school is necessary especially in teacher-focused instructional leadership. Normally, if the leadership duties are shared commitment and more professionalism are seen to the organization. In the study of Adeyemi (2011), it was found that the most common style of leadership used by the principal in high school and even in senior high school in the state is self governing /democratic type of leadership.

On the other hand, Kocker (2009), discussed that Laissez-Faire Leadership (Delegative) permissive leadership style embrace passive participation when the

The administrator becomes resource person when they actually give the follower absolute freedom in decision-making and give full control to the workers. It is when the follower encounter an issue in the department and they give a solution to the problem by getting a little help from their leader, Kocker (2009).

Moreover, without a leader, various actions and different choices on difficult problems result in decreased work satisfaction and low production. Based on research, laissez-faire leadership/ delegated leadership shows a slower production on workers, than in democratic or leadership authoritarian (Nsubuga,2008).

Apparently, giving full trust to the employees and putting a complete delegation creates management problem. It teaches the employees to become more lazy at work since their focus is not on the management needs but in their personal needs. It draws a performance problem since leaders do not follow up on subordinates during work time. (Nsubuga,2008)

Further, in laissez-faire leadership in the organization there is no direction offered to employees. The decision-making are left to the workers. In addition, Kocker (2009) , laissez-faire leadership major disadvantage is leaving the decision to the group without direction from the leader that leads to a non organize situation in the management/ work place. Numerous times administrator gives data to new teachers that gives a wrong report to their subordinates. Newly hired are most commonly disorganized and inexperienced in the strategies and activities that is needs to be done in the organization leading to low performance in the work place.(Kemsley,2011).

Therefore, it is identified that using proper words as a leader can affect the performance of the subordinates as behavior has been mishandled. Often give wrong communication to teachers and education managers not being frank are the areas in which it has been mishandled .(Narayana as cited in Nanson ,2010).

Furthermore, the characteristic of leadership style are ownership and accountability, if the members of the group work jointly then they will have an opportunity to be effective and productive, however laissez-faire style leadership style downsides is there is less personal growth and and leaving the decision to the group members and resulting to a less production. (Kocker,2009).On the contrary, it can be successful if the group's mrmbers are highly trained in this type of job and have their own areas of proficiency. (Nsubuga, 2008).

According to MacBeath & Pedder,(2008) there is a want for a style of leadership that draws an admiring compliment of school and teacher accountability with anticipation. The supervisor role is all-important in increasing student proliferation learning that incorporates leadership style and complement of the school.

In the literature listed, purposely providing society without any help and enlightened adults leadership in school herds gaining student learning (Moos, Krejsler & Koford,2008)

The teacher is the most favored profession in the world is. He /she is a model and is cognizant imitated, acting pivotal role in education system and regarded as the strength of a nation (Filla and Stichler ,2008). Even with fewer resources like books and references , teachers are individually accountable for higher student achievement (Burke,2009). Normally, negative perceptions of administration and negative self-efficacy comes from collective responsibilities leading to over-worked teachers (Leithwood & Mascall,2008).

According to Rice & Roelike (2008). The high student learning gains comes from a positive school culture made possible by teachers' perception of their leader's desire. A No Child Left Behind Act , influenced by the mandates, teacher explored perceptions of leadership decisions.

According to Leithwood & Mascall (2008), pupils with active parents in school activities throughout the school year will increase the chance of higher achievement in addition to their willingness to participate in school leadership opportunities. In addition, Caltabiano, Graham, Timms, (2006), Glover, 2007, Noonan & Walker, (2008) cited that student achievement and school capacity directly influence the utilizing the style of leadership. The theory that school capacity that has teachers with high self-efficacy who normally perceive their leader as teacher-focused experience higher student learning gains are supported by empirical and conceptual literature (Noonan & Walker,2008).

A principal needs to directly perceive the person with whom he/she is working. One of the most important objectives to become a best leader is to have an excellent sympathy over his/her worker's qualification and unique characteristics. (Ahmad,2001; Van Niekerk 2012).

In addition, Van Niekerk (2012) stated that the following leaders' quality is eventful if the leaders' qualities and abilities will show how they lead their followers. It depends upon the followers, in how they see the kind of leadership style being used by their leader. It is people orientation versus task, wisdom, basic, building trust and their impression of their leaders have a variety of supervisory styles regarding their habitude leverage workers.

Tigistu (2012) delineate that the following things have to be used as a gold standard by principal to toughen their effectual to elaborate objectives, policies and instruction, systematize the over-all design of the school programs to bring off the objectives, increase cover, the problems will be solve and preserve certain order, attain, apportion, address resources, draw an ambience of expansion and progress for professional growth and personal growth leading to representing the academy to the District and even Division office and the outside world.

To become extravagant leaders, we should follow the four kinds of leadership styles that definitely assist in flourishing teachers development to become extraordinary teachers and administrators in the future. Different kinds of leadership style are as follows; respectively or known as participative, has its own vision or known as visionary, mentoring or coaching, lastly affiliation and democratic.(Goleman, Boyatzis and McKee,2008). They also added that a school has its vision and mission that a visionary leader follows however it is not define how it can actually reach the goal for the whole school.

Thereupon, citizens are the one who can manage to put into action their belonging to oneself aiming for a common goal. The leader of coaches who mold them to become mindful of their puissance, enfeeblement and inspire workers/ teachers to manage to achieve a long term achievement (Goleman, Boyatzis and McKee (2008). It gives the following requirements for achieving the role desired by the teacher: To become knowledgeable of pedagogical information and subject content and, doing different strategies that can strengthen the skills of the teachers, to

collect, anatomize and use data, communicate with the stakeholders to lift the students' performance, to play the role of a leadership ability. (Tschannen-Moran, 2009) Principal

The “administrator,” “manager” and “instructional leader.” is known as the principal of a school. Withal, the position of the administrator or manager is not the same kind as the command leader because they both have different roles they play in an organization.

During the middle of the twentieth century, it started the transfiguration of the principal becoming an administrator from the so called instructor that incorporates an extra ordinary education, training and skills. In that same century, it is expected that the Division regulations shall put into practice by school principal and supervisor. The administrator was able to manipulate the organization. Principal/ administrator was also expected to take care of the monetary plan and maintain the peacefulness of the work place. (Tschannen-Moran ,2009).

A place where learning gains takes place is called Schools, school heads are the one who will administer which often known as principals or headmasters. The principal influenced as a leader, leads to the conditions pertaining to teachers' work environment, and it is believed commonly that it directly influenced the teachers productivity and student's proficiency. (Yukl,2008).

The researchers also said that, many dimensions occurring in the student achievement, it is mainly because it is important that the action of the principal is appropriate as a leader of the school. Teacher's trust is the most common key to an open communication and protection in building and creating a school capacity (Caltabiano, Graham, Noonan & Walker,2008).

It is also based on the study of Demir and Kamille(2008) he believes that collaboration is where principals actively listened to their teachers to get various ideas of school progress. While shared leadership of the state of increases the education's accountability system.

Based on the revise role of the principal (Zepeda,2014), to be a efficient commander/principal, they should limit and eradicate complicated rules and ways of doing things and dedicate themselves in refinement of the teaching and learning process. In addition, as cited by Caltabiano, Graham, Noonan & Walker (2008), to determine its impact on teacher performance, the leadership style of an administrator should have a main purpose or interest, and specifically aligned its framework to the House model of leadership which it will be investigated.

As headmasters, they must consider the impact on each stakeholder to be successful. The Principal needs to manage both mandated and non- mandated reform within their schools. Sheman and Crum,(2008) indicated that to be able to reach sustained and effective change, academic leadership needs to showcase ceaselessness and a applauding outlook . In addition, Tschannen-

Moran, (2009) state that to extend the love of this part of the headmaster is by asserting that nowadays principals needs to give admonishment on learner.

In any type of department or even family, vital leader is needed to give a caliber leadership in order to achieve its objective and goal (Atwater & Carmeli,2009). Each head performs their major activities behaving in a way that sinew has contrast with other principals. Stewardship is in fact collaboration of natural human and substantial resources to accomplish organizational goal in a way that is passable to society (Jasbi 2011) .

One of the good quality that should be noted, to attain confidence outside ordinary school communication, the principal can increase the faith and unclogged of their school by using an appropriate strategies among her co workers/ followers and the whole school. This kind of trade share different facts of kinsfolk, other private aftereffect and journey (Noonan, Walker , & Kutsyuruba, 2008).

It is also recommended that productive administrator administer native rules to convince needfulness and award paradigmatic attendance (Miller 2008). According, to Fitzgerald & Gunter, (2008),supervisors and teachers should make a quality communications possible to achieve the teachers' cooperative needs which could actually promote to students academic achievement (Krejsler, Koford & Moos,2008). The school estate and major objectives resulted in appreciative or unappreciative results of how teacher leaders progress to the school capacity.

Fitzgerald & Gunter (2008), also cited that an examination handles the choice of the principals' to choose the right teachers that has a quintessential and motivation to teach and fulfill the teachers duty. It is to drive and develop teachers to become future instructional leaders that suggest programs such as run over were dangerous to teachers and school beliefs. In addition, it gives a fact in how teacher leaders disagree about the different school level and provide pressure in the school premise. This research shows teachers' delve outlook on how substantiate their sameness as a leader of teacher manpower into working outside their comfort zone. (Fitzgerald & Gunter ,2008).

Normally, the administrator straightly manages teacher work performance. The style of their leadership directly affects teachers' work performance, which is also known as channelize result. Various school arrangements have confirmed the influence of different leadership styles, and many researchers revealed this from different countries . Day, Sammons, Hopkins and Harris (2009).

According to Mulford (2009), schools efficiency can be brought by a headmasters who create an important and easy to assess contribution to the progress of their employees, it can also raise the ability of themselves and their workers. Based on the study of O'Donnell & White, (2008)

.It is found that promotion of the learning gains in math and reading and school learning climate student in the result of the relationship between the teacher and the principal. In the District Educational Offices, according to MOE, (2008) the school head must be the head of school all the time, they should set a responsibility to oversee the work of their teachers' and promote community involvement within teachers' and stake holders. This will serve as a bridge to a better community for the welfare of the whole school.

The teachers can be leaders as well , the teacher's wisdom of leadership decisions can creates teacher capacity through the result of a superb classroom environment. The teacher-focused leader can meet their pupils' needs and showcase a trusting job beliefs by addressing the school's capacity. (Noonan & Walker, 2008, O'Donnell & White,2005).

Furthermore, the environment of the school, the role-model for the teachers and students is their principal/ school head. The administrator is believed to be the instructional leaders of the school.

Each principal performs their major work behaving in a way that might have various differences with other principals. Leadership style of the principals shows how they get along with their workers (Pirhaef ,2009). Furthermore, Pirhaef,(2009) also added that the demesne of the school administrator has many dimensions. Managing a school culture upgrading direction , operations, resources , community , contexts while unfolding a shared vision and acting with dignity and the power to change someone are just few of his/ her liabilities.

Likewise, Gordon (2013) cited that many different parts of nature of a job as school administrator is core important because school- related factors that contribute to what students learn at school is only a result of the fact that leadership is second only to classroom instruction.

However, it is found student learning gains can impacted by administrative actions or inactions indirectly, while it is believe that the learning gained by the students come directly from the teachers performance. In a school culture it is best to have an attempt to develop a role model, Brady (2008). In addition, Brady (2008) found out that there must be a vision and mission that will serve as blue print of leaders in able to succeed.

Added to this Grissom & Loeb,(2013), state that administrator who focus important energy to becoming instructional leaders in divagation with organizational management and developing relation aspects of their job creates a combination for success in school effectiveness .

In a school system, a leader's ability to get job done with the cooperation and assistance of teachers, pupils, stakeholders, and other members of the school is called Leadership that is

according to Adeyemi (2010). In addition to this, he also stated that from many textbooks and literature a 'style of leadership' of a principal is familiar to administrative staff.

Furthermore, the major component of connection is believing in someone or something reliable, good, honest and effective and that is basically what we called trust with each other, building bigger accomplishment in the school surrounding that involves the teachers and the principal. (Wahlstrom and Louis, 2008).

The person who writes this article shows that faith is very important, teachers want their leaders to see their effort all the time. This shows an impact on the teachers' performance and defines how the relationship of the teachers' in their community, and parents. (Wahlstrom and Louis, 2008).

On the contrary, MacBeath & Pedder, (2008) said that when a teacher is asked for a judgement to judge the management practices of their principals, discrepancy found that teachers should intact their values and teaching practices of teachers.

Otherwise, Tekleselassie, (2005), in Mengistu, (2012) stated that if the principal in a school is collaborative, helpful, cooperative, open for suggestions from the teachers then the outcome of the relationship between principal and teacher will be smooth and it will increase the ability of both parties to an effective decision making.

Thus, Mengistu, (2012) a strong affiliation between principal and teachers, then teachers will perform their activities assigned to them with interest and encouragement. Unfavourable factors will show that if the teachers are not happy with their job then it will show a negative effect on their work performance leading to unsatisfied leader, and will definitely result to students which are also adversely affected.

Moreover, the utmost importance in a school are competent staff and effective leaders. Based on the study of Hiebert & Morris, (2012) to improve their professional performance and the smartest way to gain a progressive and undeniable success for the school is that the principal and the teachers will continue to work as one aiming for the best goal for the school.

In addition Having positive impact on learning process and teaching process can help the student learning increase and improve. It is important to create an appropriate classroom atmosphere and this can only be done by efficient headmasters.

Furthermore, Enueme & Egwungenge, (2008) stated that being an efficient and effective principal there should be a willingness to be accountable and accept responsibility for the learning outcomes.

Moreover, Enueme & Egwungenge, (2008) also said that during the latter part of the twentieth century duties and responsibilities of principals were changed. Administrator became more hands on to their teachers and students in their school. Particularly, they are focused on enhancing the teaching and learning process of the school. It is the responsibility of administrator to check different directions used by the teachers to increase the level of education gained by the students. They discovered the most effective way to improve education is to join teachers as they work in their classroom through classroom observation. The principal's responsibility is to assist the teachers to improve their work place and always check the evaluation of instruction before sending it to their students.

Based on the study of Ladebo, (2005), teaching and learning process plays an important role, it is highly important to address the teacher and the principal and teacher-student interpersonal relationship.

Accordingly, the levels of control implemented are known by the different teachers and almost all principals. While a conducive learning environment were preferred by other teachers makes the student feel safe to take a risk and be creative which they enjoy a happy classroom atmosphere, however disciplined surroundings are preferred by other teachers. (Ladebo, 2005).

In some way MoE, (2010) explained that in order to create a school improvement programs, principals need to have adequate experiences, various trainings on school leadership should be implemented and the organization should have a file of those training activities in order to have theoretical knowledge and develop a skill that can help manage and improve the organization.

Therefore, MoE, (2009) also stated that headmaster serves a very important role in the school achievement. To meet the students achievement the academic leaders should set the implementation of the appropriate curriculum that will fit and benefit the student learning gains. Create plans, implement strategies that is effective through teaching strategies that leads to academic excellence of the student, creative problem solving, closely work with parents build a strong culture of collaboration and monitor students learning progress.

For this reason, Adeyemi, (2010) said that the discussion of principals' leadership styles and teachers' performance has been a subject of disagreement by examiners. The controversy was centered on if the level of performance among teachers' influence by the leadership style of their administrator.

Teachers' Performance

The pivotal factor that allows students to be confident in what they are doing, to benefit from the educational system and to fulfill their obligations are their job performance, provide encouragement to students and reach achievement and or in other words is the teachers' performance is equal to the quality of work done by teachers is good enough. (Coddling & Smyth, 2008).

Hence, teachers are the pillars of their school community and serve as the molders of the students to become the valuable contributors to the development of the country become the leaders of the next generation by growing and increasing their skills and knowledge. (Hanushek & Rivkin, 2006).

Likewise, (Adeyemi, 2010) also state that teachers' performance has a big contribution to the students performance. It can be described by teachers themselves to reach the mission and vision already set by the organization in the school system during a specific period of time .

According to Adeyemi (2010) the day-to-day activities of the teacher should be examined by a higher authority in school to lift both the performance and participation of teachers. Moreover, it is proven that in different situation a teacher also behave differently. (Adeyemi, 2010); then the principal should/can reverse the behavior of the teacher positively by knowing his/her staffs' behavior.

Moreover, Ladd (2011) states work experiences from daily activities by communicating and teaching students develop a valuable skills and talents that a teacher gain and make it different from other newly hired teachers. A senior teacher must share their knowledge to new teachers that they gained thru experiences.

Ladd (2011) also added that, it will be a help the school community to meet the success for a work performance. In addition, effective and efficient performance of a teacher can be sharpened by the principal through continuous observation and creating a harmonious relationship between the principal and the teacher.

In addition, the principal therefore need to talk to the Grade leaders to improve and influence work performance. Through grade leaders, department heads, head of the team in the school should work hand and hand in tasks promoting the effective performance of teachers. (Usdan, McCloud & Podmostko, 2000).

Usdan, McCloud & Podmostko (2000), state that, aiming and attaining quality standards for all teachers and students is the primary role of the team leader's. To improve its performance, leaders' are responsible in giving motivation and provide endless support to his/her team.

In addition, (Adeyemi 2010) stated there are different factors that affects the job performance of a teacher to give an effective teaching strategy. These can be shown by preparing his/her daily lesson incorporating his/her lesson plan and instructional materials , work schemes, being on time for her class, supervision among his/her students during discussion, examination and even board works, student's monitoring and giving disciplinary actions if needed in order for the students give excellent performance in terms of academics in schools. The daily routine and action of a teacher can be measured by the observation of their school heads and through an annual report (including their extra-curricular activities) .

Moreover, (Lynch 2012) school principals' tasks and responsibilities assure excellence in teaching is being practiced in the school by the teacher. It can be measured through the administrator's supervision to their teachers frequently, student output should be monitor at least weekly, disciplinary ability, handling control of the teacher and motivation, teachers' leadership.

Adedayo and Owolabi (2012), state that in the work environment the individual performance of is very critical. There are four categories of human characteristics impacting individual performance: personality and values, skills, and abilities.

According to (Ricketts, 2009), personality may change gradually over time it is a constant set of psychological characteristics. However, values: depends on how it is seen in a way it can be a right or wrong, values: primary factor in decision making that can solve the existing problem, values is inherited earlier in life and it is a life-long process.

In addition, abilities and skills: Ricketts 2009 cited that 'abilities' and skills' are not synonymous concepts as skills are acquired and abilities are natural, he also said that a leader can perform different jobs, has different talents, such as skills or task, and even abilities.

"Ricketts (2009), also cited that a leader skill can change and acquired through experience and training, while on the other hand leaders' abilities is naturally stable.

Moreover, a head master can exhibit a desired skill through his/her experiences and training while a leader with innate abilities shows specific abilities of a leader that can be recruited with definitely have an impact on determinants of job performance. (Ricketts, 2009).

The organizational result shows that history has been overvalued the role of the leaders according to the researchers different opinions. (Harris, Sammons Hopkins & Day, 2009)

On the other hand, Craig, Hogan and Kaiser (2008), positive organizational outcomes can be achieved through a great and cooperative leader and leadership is one of the key role to meet each organization goal.

As cited by Edgeron & Kritsonis, (2006), to improve the performance of the school it should involve leadership which is the basic component and a crucial element. Therefore, in order to provide successful performance, it is important to be knowledgeable enough to gauge the leadership performance correctly. (Nsubuga, 2008).

Nsubuga (2008), said that teachers' performance in relation to the statement above are the job that can be identified by various factors such as the hours of their stay at school including the overtime rendered even without additional pay, these actually includes training/ coaching of learners to different activities (level of dedication), attending trainings and seminars that can be used for the academic achievement of the students and creates a globally competitive pupils (professional growth).

In addition, Nsubuga (2008) also said that being resourceful and creative teacher that gives a conducive environment for the learners(environment of the school) , promoting the a friendly environment for the students to feel safe at school (school culture) , producing innovative changes in teaching process (innovation ability of teachers), and lastly engaging principal and teachers harmonious relationship also are determinants of a good teachers performance.

On the other hand (Yukl,2008), once said that the measurement of a specific job performance is leadership.

Moreover, according to Podsakoff, Mackenzie, Paine & Bachrach, 2000 it is anticipated that one of the behavior that add success to the organization is job performance.

On the contrary Akram, Raza, Khaleaq and Atika (2011), stated that the ability and motivation of the teachers is the output of the teachers' performance.

In addition , according to Akram et al. (2011), there are two factors that can affect the teachers' performance, it can be affected by external and internal factors.

According to Akram, Raza, Khaleaq and Atika, (2011), the external factors are the school system and community where the teacher is connected. Internal factors are their parent, stakeholders, the students, the school environment and policies of the grading system of the school. The resources availability - both physical and human, includes an individual teacher's beliefs, teaching methodology and teaching strategy, thinking skills in how the students can learn

freely , effectively, efficiently and most conveniently, learners and learning are called the internal factors (Akram et al. (2011).

However, it is very hard to give any significance of hierarchy to these factors, since each teacher are different from one another as every teacher has his/her own qualities.

In addition, there are numerous factors that can affect teacher performance such as how they engage and communicate among others in the school community, aptitude, mastery of the subject matter, strategies being used during teaching hours, unique characteristics, environment and surroundings in the classroom, intelligence level, skills and abilities, how to deal with the students, co-teachers, parents and other stake holder preparing and planning of the daily lesson and activities, using smart attitude towards teaching . (Akhlaq, Amjad , Mehmood and Malik 2010).

There were different motivational factors that affect teacher job performance such as intrinsic and extrinsic motivational factors. These factors are the following the planning and monitoring, leadership, evaluation classroom atmosphere and discipline, and organizational practices (Adeyemi, 2010).

Moreover, teachers performance can mostly be affected by money classified as teachers' salary, bonuses and other incentives, non-monetary benefits like leave of absence with pay and sick leave , the safety and feeling of assurance in school environment , the care , love and support from his/her supervisors and school heads, his/her students that serve as his/her learners and their guardian/ parents and co – workers/ co teachers. (Adeyemi, 2010).

Unlike the statement, management styles of the school principals are considered other factors that influence teacher performance. The involvement of teachers' suggestion and comments during meetings with the school head are also some factors to be consider in the success of the performance of the teacher. It will uplift the confidence of the teacher to showcase her talent and to perform at his/her best in different activities like academic and even extra- curricular. (Adeyemi,2010).

Otherwise, each employee has the right to perfrom their job description which include the rights of each employee, to gain respect, give recognition to an achievement, provided with feedback and job responsibility, the right to be promoted for a job well done upon reaching the qualifications of a good teacher.

Consequences, when the employee is satisfied, they will enjoy their stay in the company and won't have the thinking to leave the organization. It normally appears when employees like or dislike their job . (Kim & Brymer, 2011).

In addition , Robbins and Judge, (2009) Dissatisfied employees passively observe the situation and allow the things to get worse. If they are dissatisfied with work, they can react against the condition. When they are not satisfied they want to leave the organization .

Affirmative, the great impact on work performance is satisfaction (Lee and Ahmad, 2009) and (Filak and Sheldon, 2013). Although higher satisfaction with work can produce better working performance, there is no strong acceptance between researchers and consultancies about this issue.

However, another factor affecting work performance is the development of the quality of each teachers and the leader is the one that needs to understand and give importance to the teachers quality of performance. (Filak and Sheldon,2013).

However, workers' performance must be seen as a necessary factor in the organizational performance. It is also important to oversee the workers performance to give focus on problems that might appear on hand, despite the motivation of employees to perform her duties and responsibilities as worker. It is the responsibility of the leader to stripped off problems by giving feedbacks about the performance that can lead to these problems can be the result of inappropriate performance objectives, competencies that are underdeveloped. the act of accomplishing or executing a given task could be describe in various task in teachers work performance .(Hayward,2005).

On the contrary, it is define that duties being shown by the teacher at a given time in the school environment achieving objectives academically is known as Teachers Performance according to Obilade (2011).

Whereas, Akinyemi (2006) and Okeniyi (2008), stated that to enhance teaching and learning process, teachers ability should be combine with relevant inputs .

On the other hand, Meindi (2008), stated that the participation in a daily basis can be find out through the level of participation of the workers' in an organization It is universally recognized that the teachers' instructional performance plays a key role in student learning and academic achievement. Identifying the needs and satisfying or meeting the needs of the teachers' can increase their work performance and it can only be done by the Principal. (Meindi, 2008).

Executing a given responsibility could be an act of accomplishing a goal (Robert and Tim, 2012). The Organizational goals and objectives can be achieved by combining skillfully the right attitude towards the achievement (Olaniyan, 2013) .

Filak and Sheldon (2013), cited that the basis of teacher performance standards is professional responsibility. Each person in the organization has different responsibilities that are

well-delineated; gives details and precision adequate to provide both teachers and school heads supervisors, can definitely understand their job expectations and description.

In addition, Akhlaq et al. (2010), cited that the extent of teachers' performance are as follows: time management, disciplinary management among students, student monitoring during examinations and test, demonstrational teaching during observation, listening to feedback, can increase job satisfaction and lead to improved job performance (Kim and Brymer 2011).

Moreover, Adepoju (2009), stated that the factors affects the job performance are preparation of lesson, teaching strategy, frequent visitation for supervision, effective work scheme, students output monitoring, disciplinary action inside the classroom are the virtues which the teacher and principal should have to effectively run the school system.

Human resources in the Education sector in terms of quality and quantity contribute largely to the overall success of education system. Olukenlu (2012), revealed the human resource, not capital , not income, not material resources constitute the ultimate basis for job performance .

Likewise , Uko (2015), posited that an important educational input, whim to him was one of the most important indicators of job performance , was the human resources. It has been notes that the efficiency of the school depends largely on the teachers competence. This is because no curriculum can be effectively implemented without the support of well qualified and highly motivated teachers and no education system can rise above the level of teachers (Obanya, 2013).

However, Muraina & Muraina (2014),the factors responsible for the poor teachers job performance include but not limited to the following : staff shortage , inadequate funding , lack of employees motivation , poor work environment and inadequate physical facilities.

According to Virginia, (2011) in need for the performance standards, there should be a uniform performance standards are needed for teachers, in order to document the teachers' performance. This uniform performance benchmark also leads nonstop augmentation given by the standards of performance , to develop resourcefulness and creativity of teachers, being elastic, and provide a better development.

“The development and nonstop augmentation are the intention of the standard performances by implementing analyzing and monitoring important information collected within a program of different reaction from the school staff. (Virginia, 2011).

In addition, Virginia, (2011) also stated that teachers has a mJOR task to be perform that define the performance standards. There are seven performance standards; hence, performance indicator provide guidelines to assess an observable behavior by the teachers , principal and

supervisor to perform their duties and responsibilities at its best in accordance to the their job description and job indicator.

Moreover, Virginia (2011), cited that performance indicators are just guidelines but every teacher has its unique ability and best performance that need not to be not prescriptive since learners has different abilities and skills that need to be enhance by the teacher.

Methodology

Method of Research

This study employed the descriptive-correlational survey design. Descriptive, correlational survey research designs are used to collect and analyze data. The goal of these designs is to get a picture of the current thoughts, feelings, or behaviors in a given group of people. It is based on observation, of an event or events, from which theories may later be developed to explain the observations (Strangor,2011)

The researcher used descriptive research method because it describes the styles of leadership of a school principal and teachers' performance. On the contrary, researcher used correlational research method because it assessed whether the principals' leadership styles is significantly related to teachers job satisfaction and work performance. Population, Sample Size, and Sampling Technique

The population of the study were 157 teachers of public elementary schools of the District of Norzagaray East, Minuyan, Norzagaray, Bulacan. Table 1 shows the distribution of respondents.

Since 157 teachers is a large number, the Slovin's formula was employed using stratified sampling technique to get the teacher respondents.

Formula:

$$n = \frac{N}{1 + Ne^2}$$

Where: n= sample size N = population size; e = margin of error

$$n = \frac{157}{1 + (157) [(0.05)]^2}$$

$$n = \frac{157}{1 + 3.92}$$

$$n = \frac{157}{1 + 0.393}$$

$$n = 113 \quad \text{Total number of respondents}$$

Table 1
Population and Sample size

Name of School	Teachers population	Sample Teacher Respondents
Timoteo Policarpio Memorial Elementary School	60	43
San Mateo Elementary School	29	21
Sapang Kawayan Elementary School	21	15
Apugan Elementary School	16	12
Ipo Elementary School	13	9
Bigte Elementary School	18	13
Total	157	113

The Norzagaray East District's elementary school teachers are stratified into 6 schools, namely: Timoteo Policarpio Memorial Elementary School, San Mateo Elementary School, Sapang Kawayan Elementary School, Apugan Elementary School, and Bigte Elementary School. The population, which is the total of the number of teachers per school, is 157.

The sample size of 113 was obtained with the use of Stratified Random sampling. This is the process of selecting a sample in such a way that identified subgroups or strata is represented in the sample in the same proportion that they exist in the population.

Description of Respondents

The respondents used in the study were Public Elementary Schools of Norzagaray East District teachers for the School Year 2018-2019. The schools included in the research are as follows: Timoteo Policarpio Memorial Elementary School, San Mateo Elementary School, Sapang Kawayan Elementary School, Apugan Elementary School, and Bigte Elementary School. The total of the number of teachers per school is 157 however the sample size of 113 was obtained with the use of Stratified Random Sampling.

Research Instrument

The researcher asked permission from the author by sending an email to info@stellarleadership.com. The researcher used a standardized questionnaire for leadership style

adopted from the Stellar Leadership Site. The researcher asked permission from the author by sending an email to the info@stellarleadership.com.

The questionnaire's in Part I. includes the Personal Information sheet of the School Teacher Respondents. This set gathers the personality characteristics or information of the groups of respondents as regard to their gender, civil status, age, educational qualifications, and length of service. Part II. Includes the Leadership Style Questionnaire which contains statements about leadership style beliefs that is divided into three parts such as Authoritarian/Autocratic Style, Participative/Democratic Style, and Delegative/Laissez faire Style. This will help assess what leadership styles the principal normally use while Part III. Includes Individual Performance Commitment and Review Form also known as IPCRF from the Department of Education was used to assess the Teachers Performance through certain competencies and objectives.

A survey questionnaire has been used as an instrument in this study. The questionnaire is in Likert format to determine the agreement level of the students. Each response option has the following numbers to rate each statement with corresponding interpretations:

Scale Value	Range	Interpretation
5	4.51 - 5.00	Almost Always True/ Outstanding
4	3.51 - 4.50	Frequently True/ Very Satisfactory
3	2.51 - 3.50	Occasionally True/ Satisfactory
2	1.51 - 2.50	Seldom True/ Fair
1	1.00 - 1.50	Almost Never True/Poor

Degree of Relationship

Interpretation on r- value

- 0 to ± 0.20
- ± 0.21 to ± 0.40
- ± 0.41 to ± 0.60
- 52
- ± 0.61 to ± 0.80
- ± 0.81 to ± 1.00

Verbal Interpretation

- Very Low Relationship
- Low Relationship
- Moderate Relationship
- High Relationship
- Very High Relationship

Data-Gathering Procedure

The researchers wrote a letter asking permission to conduct this study to the six elementary schools at Norzagaray East District namely: Timoteo Policarpio Memorial Elementary School, San Mateo Elementary School, Sapang Kawayan Elementary School, Apugan Elementary School, and Bigte Elementary School. The researcher formally requested permission from the District Supervisor and Division Superintendent. Upon approval, the researcher formally requested permission from the School Principals for the distribution of the questionnaires. The researcher proceeded to the distribution of the questionnaires and giving of direction on how to answer the said instruments. The researchers explained the study's purpose to determine the Principals' Leadership Styles and Teachers' Performance at Norzagaray East District. The researcher distributed and retrieved research instruments personally. After collecting the questionnaire, the gathered data is now ready for tallying, presentation, analysis, and interpretation.

Statistical Treatment of Data .

The gathered data were computed, interpreted and analyzed using the following statistical-treatment techniques.

1. Weighted Mean. This was employed in order to assess the respondents' perception towards the principals' leadership styles and teacher performance (Stephanie , 2014) .

Weighted Mean is an average score calculated by taking into account not only the frequencies but the values of a variable but also some other factors such as their variance. The weighted average of observed data is the result of dividing the sum of the products of each observed values, the number of times it occurs, and this other factor by the total number of observations. (Stephanie , 2014).

The formula is:

$$Mw = (\sum fw) / n$$

Whereas:

Mw= computed mean

$\sum fw$ =the sum of all frequency or data set multiplied by the weights

f=frequency or data set

w = the weights

n = total number of samples 2. Pearson R test .This was used to determine the significant relationship between principals' leadership style and teachers' job satisfaction and the significant relationship between principals' leadership style and teachers' work performance(Stephanie , 2014).

The Pearson correlation coefficient, often referred to as the Pearson R test, is a statistical formula that measures the strength between variables and relationships. To determine how strong

the relationship is between two variables, you need to find the coefficient value, which can range between -1.00 and 1.00.

$$r = \frac{(n \sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where:

r = the linear correlation coefficient

n = number of pairs of data present

$\sum xy$ = sum of the products of paired scores

$\sum x$ = sum of x scores

$\sum x^2$ = sum of squared x scores

$\sum y$ = sum of y scores

$\sum y^2$ = sum of squared y score

The significance of the correlation was obtained using the p-value with the following interpretation

- If p-value is greater than the level of significance the correlation is not significant;
- and
- If p-value is less than the level of significance the correlation is significant.

Results and Discussion

This chapter presents all the relevant information that was collected from the respondents and were then carefully analyzed and interpreted in the context of the specific problems of the study.

Common Leadership Styles used by the Principals: Authoritarian/Autocratic Style

Table 2

Teachers' Perceptions with Regards to Authoritarian / Autocratic Style

ITEMS	MEAN	Verbal Interpretation
1. The Principal always retains the final decision making authority within his department or team .	4.33	
4. The Principal do not consider suggestions made by the teacher , as they do not have any time for them.	2.40	Seldom True

7. The Principal tells the teachers what to be done and how to do it.	4.19	Frequently True
10. When someone makes a mistake , the principal tells them not to ever do that again and make a note of it.	3.81	Frequently True
13. New hires are not allowed to make decisions unless it is approved by the principal.	2.97	Occasionally True
16. The principal allows the teachers to set priorities with his/ her guidance.	3.97	Frequently True
When there are differences in role expectations the principal works with them to resolve the differences.	4.04	Frequently True
22. The principal uses his leadership power to help subordinates grow.	4.02	Frequently True
25. The principal allows the teachers to exercise self direction.	3.86	Frequently True
28. The principal has teachers who know how to use creativity and ingenuity to solve organizational objectives.	4.12	Frequently True
Overall Mean	3.77	Frequently True

Legend:

AAT - Almost Always True (4.51 - 5.00),

FT- Frequently True (3.51 – 4.50),

OT- Occasionally True (2.51 - 3.50) ,

ST- Seldom True (1.51 - 2.50) , and

ANT - Almost Never True (1.00 - 1.50).

Table 2 shows the Common Leadership Styles as Perceived by the Teachers in terms of Authoritarian / Autocratic Style .

It can be gleaned from the table that” The principal as the authority gives the final resolution to the problem in his/ her school” attained the highest weighted mean of 4.33(Frequently True). “The Principal tells the teachers what to be done and how to do it”, with weighted mean 4.19 (Frequently True) and “The principal has teacher that has the ability to solve school objectives through her ingenuity and creativity” with 4.12 (Frequently True) while “There is a need for the Principals’ approval for the new hires to make their decision making” with weighted mean of 2.97 (Occasionally True) and” The Principal do not approve teachers ideas for he/she did not have any time to review their suggestions” which got the lowest score of 2.4 Seldom True.

The commonly practiced Leadership style as perceived by the Teachers in terms of Authoritarian / Autocratic Style is Frequently True as presented by the overall weighted mean of 3.77.

In an international study, Moose , Krejsler & Koford (2008) , cited that authoritarian leadership are leaders who exercise a unilateral decisions and practicing a pattern of consistent behavior, this includes acting alone/decide directly without asking any suggestion from the group. House stated that, Authoritarian / Autocratic leadership Style is appropriate to a specific situation, whereas it allows the growth of respect from the followers that they feel secured and make the situation controllable. This type of leadership is best used when people are unsure of the task that needs to be performed and their a big uncertainty within the group.

On the contrary, it is said that, the teacher as a part of competent staff can share their ideas and knowledge to overcome educational obstacles and increases achievement of the goal which they often say “ two heads are better than one “. On the other hand, in the event wherein every group member gets a say , it will develop the abilities, qualities, skills, and knowledge from the group member and power can be transfer from the Principal down to the teacher. It is where the advantage of democratic leadership style takes place.

Table 3 on the next page illustrates the commonly practiced Leadership Styles as perceived by the teachers in terms of Participative/ Democratic style.

Table 3
Teachers’ Perceptions with Regards to Participative / Democratic style

ITEMS	MEAN	
2. The Principal always tries to include one or more teachers in determining what to do and how to do it. However, he maintains the final decision making authority.	4.34	Frequently True
5. The Principal ask for teachers ideas and input on upcoming plans and project.	4.27	Frequently True
8. When thing go wrong and the principal needs to create a strategy to keep a project or process running on schedule , he calls a meeting to get teachers advice.	4.36	Frequently True
11. The Principal creates an environment where the teachers take ownership of the	4.06	Frequently True

project. He allows them to participate in the decision making process.		
14. Teachers know more about their jobs than the principal, so he allows them to carry out decisions to do their job.	2.99	Occasionally True
17. The principal delegates task in order to implement a new procedure or process.	4.05	Frequently True
20. The principal allows the teacher to be responsible in defining his or her job.	4.17	Frequently True
23. The principal share his leadership power to his/ her subordinate.	3.93	Frequently True
26. The principal lets the teachers to have the right to determine their own organizational objectives.	3.97	Frequently True
29. The Principal develop teachers who can lead themselves just as well as he can.	4.12	Frequently True
Overall Mean	4.03	

Legend: AAT - Almost Always True (4.51 - 5.00),FT- Frequently True (3.51 – 4.50), OT- Occasionally True (2.51 - 3.50) ,ST- Seldom True (1.51 - 2.50) , and ANT - Almost Never True (1.00 - 1.50).

It can be deduced from the table that “The principal calls a meeting to get teachers’ advice when something went unexpectedly and to be able to keep the process running on schedule the principal needs to create a project that is suitable to fix the existing problem” acquired the highest weighted mean of 4.36 (frequently true). “The Principal include one or more teacher to lead the way in determining the things needs to be done and how it can be done”. But the School head still has the power to give the final say/ decision making authority with 4.34(frequently true) and “ The Principal give the teacher a chance to give different information and knowledge about the project and certain plans for the school”.with 4.27 (frequently true) however “Teachers more than the principal knows about his/her duties and responsibilities , leading to allowing the teachers to decide on their own got the lowest weighted mean of 2.99 (Occasionally true).

The commonly practiced leadership style as perceived by the Teachers in terms of Participative / Democratic style is Frequently True as presented by the overall weighted mean of 4.03.

According to Kane & Patapan (2010), an example of a participative organization is an organization where issues concerning the school are being discuss and staff meeting are usually held every Friday of the week to focus on the concern of the school and its school community, through consultative management style. Consultation from the staff/ workers/ teachers are being

open, open for suggestion, comments and ideas that can help in the success of the whole school. In addition, it is also believe that school increase the level of work satisfaction among teachers if there is a regular formal contact between principal, their teachers, guardians of the student/ parent, non teaching staff in the school and other stake holders. In democratic type of leadership, every person has an equal right to express his/her opinion freely and without hesitation. (Westhuizen, et al 2008). It makes the employee build their own abilities and skills by providing what they need and building the organization achievement. (Sodhi , 2009).

Moreover, in able to achieve its goal, the organization should practice participative style, “it gives potential to balance the involvement of principal and their teachers in giving and processing information followed by decision making which best suits the problem-solving and basically finding the best solution”. Somech et.al (2009).

Researcher discover that teacher perceived that when they work in a culture of support and value it is where teachers met leadership expectations.(Rice & Roelike, 2008). Consequently, best decision can be made by collaboration of knowledge / brain storming from different ideas by the people within the organization. Hence, it allows commitment for a better decision making. This means that more people engaged in solving the problem within the organization the bigger the chance of getting better solution. People can give their personal experiences that can help reduce the anxiety being experience by the new bees in the organization. This may also allow everyone to learn from each other, stated by Somech et.al (2009).

In fact, Shennu (2010), also added that most of the situation participative management promotes motivation of employees by considering their suggestions, leading to a positive impact on teamwork and performance of the employees, however it may not applicable to all situation.

On the other hand, Crandall & Parnell (2010), cited that Mnagers/ Head masters need to make an automatic decision according to her experience, information given and expertise of the subject matter without consulting the team members since in most cases participative don't actually work. In addition, according to Parnell & Crandall (2010), participative management is time consuming which have seen by expert as another dilemma faced in participative management. Since participative management requires the members to complete gain knowledge of the goal and objective of the organization to be able to give her personal perspective and opinion to issue/problem. Therefore, making decision is a time-consuming process and usually takes some time to give solution.

The participative leadership approach resonates that time is one of its major weaknesses. In times of crisis, the challenge is that the leader cannot give a quick decision since there is a need to collect ideas from the subordinate well in fact there is an immediate deadline (Shennu, 2010). Likewise, affiliative leader is the kind of the leader takes care of the teacher and gives importance

to their emotional needs and do not give importance to the performance of the teacher in the school however, democratic leader involves teacher in any decision making that needs to be done in the school/ organization.(Goleman, Boyatzis and McKee 2009).

Table 4
Teachers' Perceptions with Regards to Delegative / Laissez faire Style

ITEMS	MEAN	
3. The teacher and the principal always vote whenever a major decision has to be made.	4.18	Frequently True
6. For a major decision to pass in the department, the principal asks the approval of each teacher or majority.	4.17	Frequently True
9. To get information out , the principal send it by mail , memos, or voice mail : very rarely in a meeting . His teachers are then expected to act upon the information.	3.68	Frequently True
The Principal allows his teachers to determine what needs to be done and how to do it.	4.02	Frequently True
15. When something goes wrong , the principal tells the teachers that a procedure is not working correctly and he establishes a new one.	3.68	Frequently True
18. The principal closely monitors his/ her teachers to ensure they are performing correctly.	4.17	Frequently True
21. The Principal likes the power that his leadership position holds over subordinates.	3.86	Frequently True

24. The principal directs or threatens his teachers with punishment in order to get them to achieve organizational objectives.	2.62	Occasionally True
27. The principal develops teachers who seek mainly security.	3.89	Frequently True
30. The Principal reprimands teachers who do not follow his instructions in front of other teachers.	2.38	Seldom True
Overall Mean	3.66	Frequently True

Legend: AAT - Almost Always True (4.51 - 5.00), FT- Frequently True (3.51 – 4.50), OT- Occasionally True (2.51 - 3.50) ,ST- Seldom True (1.51 - 2.50) , and ANT - Almost Never True (1.00 - 1.50).

Table 4 exhibits the commonly practiced Leadership styles as perceived by the teacher in terms of Delegative / Laissez faire Style .

The table 4 displays that “The teacher and the principal needs to have a common vote for the final decision” acquired the highest weighted mean of 4.18 (frequently true). The principal ask for the majority of teachers approval and ensure that their performing according to their duties and responsibilities with both weighted mean of 4.17(frequently true). The Principal allows his teachers to determine what needs to be done and how to do it with 4.02(frequently true) while “To achieve organizational goal and objectives, the Principal directs or threatens his teachers with punishment or even rewards” with weighted mean of 2.62 (Occasionally True) . In addition , “The Principal reprimands teachers who do not follow his instructions in front of other teachers” with the lowest weighted mean of 2.38(seldom true) .

The commonly practiced leadership style as perceived by the Teachers in terms of Delegative / Laissez faire Style is Frequently True as presented by the overall weighted mean of 3.66(frequently true).

Anagbogu and Ndu (2007) cited that a teacher felt as if they were stranger in their own school if they are not part of the governance. This leads to a poor performance not giving the dedication and commitment to the organization. Leaving the Teaching profession can be a result of these practice. (Choy et al, 2008). Udo and Akpa (2007) stated that teachers with adequate involvement in decision making in school, their school head and meeting the school objectives, opposition and apathy within the school will be minimized. The success of the school is always in

the hands of the principal leadership, if the teacher will receive support, love, respect and recognition from his/her principal, seeing all the efforts of the teacher then most likely the school will definitely succeed and teacher will remain in their profession.

Table 5
Frequency and Percentage Distribution of Leadership Styles
as Perceived by the Teachers

LEADERSHIP STYLES	Frequency	Percentage (%)
Authoritarian / Autocratic Style	25	19.08
Participative / Democratic Style	85	64.89
Delegative / Laissez faire Style	21	16.03
Total	131	100

Table 5 shows the frequency and percentage distribution of the style of Leadership as perceived by the teachers. The table shows, 85 or 64.89% perceived that the Principals used Participative / Democratic Style; 25 or 19.08% employed Authoritarian / Autocratic Style and 21 or 16.03% utilized Delegative / Laissez faire Style leadership style.

In the study of Adeyemi (2011), it was found that the Participative / Democratic Style was the commonest style of leadership used by the principal of senior secondary schools in the states. However, Parnell & Crandall (2010), cited that in participative management it takes longer time to make a decision if there were more people involved in the decision making process leading to a time-consuming approach. There is a need for the participants to understand completely the topic before they can give their opinion and allow for a fair decision. The leader cannot give an immediate response to the problem that needs urgent solution since there is a need to complete the details and scatter the information to his/her subordinate. (Shennu, 2010). Likewise, a democratic leader is a leader that gives opportunity to his/her subordinate to get involved in the decision making for the betterment of the organization, the affiliative leader on the other hand gives emphasis on the psychological needs of the teachers so that they can perform their best in school.

Teachers' Performance as Shown in their Individual Performance Commitment and Review Forms (IPCRFs)

**Table 6 show the Teacher's performance.
Latest Performance Rating**

Latest Performace Rating	Frequency	Percentage
Poor	0	0
Unsatisfactory	0	0
Satisfactory	0	0
Very Satisfactory	112	99.12
Outstanding	1	0.88
Total	113	100

It can be seen from the table that Latest Performance Rating in terms of Range of Scores that Very Satisfactory got 112 number of respondents with a percentage of 99.12 and on the other hand outstanding shows only one with a percentage of 0.88.

The teachers' performance in relation to their duties and responsibilities can be determined by several factors such as, school environment, professional growth, level of dedication, existing school culture, innovation ability of teachers and years of experience of the principal (Nsubuga ,2008).

The teacher's performance can be best described as task being performed by the teacher within the teaching hours in a day in the school towards achieving the school mission and vision (Obilade , 2011). It means combining the teaching strategy of the teacher and the learning output of the learner (Akinyemi, 2006) In addition, Success of the organization is fruitful result of a behavior having a well job performance (Podsakoff, Mackenzie, Paine & Bachrach, 2009).

However, Meindi (2008) argued that job performance is determined by the workers' level of participation in the day to day running of the organization. Therefore, principals can encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. As cited by Muraina & Muraina (2014) , having a poor teacher job performance can include many factors such as; lact of motivation of the employee, poor environment, not enough staff for the job and low salary.

Adepoju (2009) stated that the factors affecting job performance can be as follows, lesson planning, teaching strategy, disciplinary actions, schedule and supervision among teachers and students.

Significant Relationship Between Principals' Leadership Styles and Teachers' Performance

Table 7 exposes the significant relationship between the Principals' Leadership Style and Teachers' Performance.

Table 7
Significant Relationship Between Principals' Leadership Styles and Teachers' Performance

CORRELATION	R-VALUE	INTERPRETATION	P-VALUE	DECISION	REMARKS
LATEST PERFORMANCE RATING AND AUTHORITARIAN / AUTOCRATIC STYLE	0.088	Very Low Relationship	0.352	Accepts the hypothesis	There is no significant relationship
LATEST PERFORMANCE RATING AND PARTICIPATIVE / DEMOCRATIC STYLE	0.180	Very Low Relationship	0.057	Accepts the hypothesis	There is no significant relationship
LATEST PERFORMANCE RATING AND DELEGATIVE / LAISSEZ FAIRE STYLE	0.146	Very Low Relationship	0.122	Accepts the hypothesis	There is no significant relationship
LATEST PERFORMANCE RATING AND LEADERSHIP STYLE	0.154	Very Low Relationship	0.103	Accepts the hypothesis	There is no significant relationship
CORRELATION	R-VALUE	INTERPRETATION	P-VALUE	DECISION	REMARKS
LATEST PERFORMANCE RATING AND AUTHORITARIAN / AUTOCRATIC STYLE	0.088	Very Low Relationship	0.352	Accepts the hypothesis	There is no significant relationship

LATEST PERFORMANCE RATING AND PARTICIPATIVE / DEMOCRATIC STYLE	0.180	Very Low Relationship	0.057	Accepts the hypothesis	There is no significant relationship
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It can be observed from the table that the Pearson correlation R- value of latest performance rating and authoritarian / autocratic style is 0.088 and the P- value 0.352. The latest performance rating and participative / democratic style is R – value is 0.18 and the P- value 0.057 while Latest Performance Rating and Delegative / Laissez Faire Style is R – value is 0.146 and the P- value 0.122. Overall , the Latest Performance Rating and Leadership Style with R – VALUE of 0.154 and P- VALUE of 0.103 ; therefore there is no Significant Relationship between principals’ leadership styles and teachers’ performance.

On the contrary, Adeyemi (2010) agreed that the effective teachers’ performance can also be gained by also improving the duties and responsibilities of principals by proper supervision of teachers lesson planning and making a random checking of and learners output. The Principal also engage in demonstration teaching as needed, gives feedback to open a window of improvement to the teachers allowing his/her to gain confidence on her field. Annual report of activities are being given by the government to also give opportunity not only to the teacher but also the principal to gauge their yearly performance if they are able to achieve their own set of goal align with the mission and vision of the school.

This is evident in the findings which describe the function of the teacher along with the duties of a school principal. The significant relationship found in this study between the democratic/ participative style and teachers’ performance is value added. In most situations, even without force, punishment and rewards people can manage and perform.

Conclusion

Based on the findings of the study, the following conclusions were derived:

1. The teachers considered principal leadership styles practices as “frequently true” for being Authoritarian/ Autocratic and Participative, however the most commonly used Leadership Style in the District of Norzagaray East is Democratic style; which actually is a bit higher that authoritarian but still under frequently true; while teachers find it seldom true for practicing Delegative / Laissez faire Style for their School Principals.
2. Majority of teachers’ Work Performance was rated as “very satisfactory”.
3. There is no Significant Relationship between principals’ leadership style and teachers’ performance.

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