



Principals' Leadership Style towards the Implementation of Decentralized School-Based Management in Selected Secondary Public Schools in Mandaluyong City, Philippines

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Abstract

The purpose of the conduct of this study was to identify the leadership styles of the school heads in implementing school-based management. Likewise, it also aimed to determine the relationship between the leadership styles of the principals and its current SBM level of practice. The study was undertaken in eleven (11) public secondary schools in Mandaluyong City with fifty-five (55) teacher-respondents who are members of their respective SBM teams.

The mixed method design was used in the study. A correlational method of research was used to determine the relationship between the leadership styles and the corresponding current SBM level of practice. Survey questionnaire was utilized to identify the perceived leadership styles demonstrated by the principals in implementing SBM. An interview through focus group discussion was conducted to determine how leadership styles of the school heads affect the implementation of school-based management.

As revealed in the results of the study, most of the members of the SBM team in each school perceived that Transformational leadership, Transactional leadership, Strategic leadership, and Democratic leadership are the frequently leadership styles employed by the principals in the implementation of the school-based management.

Likewise, since the computed value 22.00 using the chi-square test is greater than the tabular value 18. 307 at 0.05 alpha and 10 degrees of freedom, the null hypothesis was rejected and concludes that there is a significant relationship between the principals' leadership style and the status of the SBM level of practice.

Most of the participants of the study perceived that leadership styles of the principals directly affect the performance of the whole team in achieving the status of SBM level of practice. A school head with a strong leadership would mean significant and better results as to compare to a school head who most of the time delegated the tasks directly to his team.

Keywords: Leadership style, School-Based management, Strategic leadership, Transactional leadership, Transformational leadership

1. Introduction

Effective educational leader and manager is one who has the ability to develop school's capacity to enhance student learning through motivating teachers, staff, and students. School administration that builds school capacity through effective leadership and management styles may influence student through teachers. The school leader must have or be able to develop the capacity to work with staff to focus on curriculum, instruction, and student learning gains (Hardman, 2011). In the Philippines, the principal is expected to be both an instructional leader and administrative manager. The school head, who may be assisted by an assistant school head,

shall be both an instructional leader and an administrative manager.

According to Cezmi and Toprak (2014), leadership and management is a concept that is known as an effort that directs organizational activities to achieve a common goal. With the ever-changing educational landscape, school heads must incorporate a wide range of leadership and management skills and styles to direct their school organization toward that common goal and a well-directed vision. The leadership style employed by the school administrator is complex and plays an integral role in developing the culture in a school (Smith, 2016).

The school-based management (SBM) is envisioned to decentralize the decision-making process from the higher school authorities from the higher-ups to public school heads, teachers, students, local government units, and the community when it comes to the improvement of the quality of early formal education in public schools. The Department of Education defined decentralization as promotion of school-based management, transfer of authority, and decision-making powers from the central to the division and schools.

Decentralization also shares responsibility of educational management of local schools with the local government units, parents, community, and other stakeholders. The premise of decentralization or the school-based management is that the school authorities on the ground such as principal, teachers, parents, and the local communities are in the best position to know the needs of their schools and to make appropriate decisions in a timely manner. Therefore, to improve and develop the public school, the principals should involve all concerns and stakeholders in the mobilization of much-needed resources in addressing local problems.

This study determined the principal's leadership style towards the implementation of decentralized school-based management in some Public Schools in National Capital Region as well as the effect of educational leadership and management styles of public school heads to the level of School-Based Management (SBM) practice. It employed the theoretical framework formulated by Gamage (2006a; 1996b), who has defined SBM as a pragmatic approach to a formal alteration of the bureaucratic model of school administration with a more democratic structure. This framework includes a form of decentralization which identifies the individual school as the primary unit of improvement relying on the redistribution of decision-making authority through which improvements in schools are stimulated and sustained. Gamage (1996a) has also proposed a revised theory of SBM by devising seven assumptions which are the basis of a more realistic application of SBM.

The first assumption is that a school council shall consist of all relevant stakeholders such as the principal or the head teacher and the representatives of staff (both teaching and non-teaching), parents, local community, and in the case of secondary schools, students. The representatives of the staff, parents, and students are expected to be elected by the relevant constituencies, whereas the community representatives are to be nominated by the other elected members and the school leader.

The second assumption is that the devolution or transfer of both authority and responsibility needs to be affected by a legislative enactment. This approach shall transform the former advisory body into a democratic governing body.

The third assumption is the heavy reliance on the voluntary participation of parents, community, and student representatives in the process of policy formulation in governing the school. It is believed that the school stakeholders are motivated and dedicated in developing

quality schools because of the genuine transfer of authority and responsibility to governing bodies.

The fourth assumption is that the lay councilors, with appropriate induction and training, will acquire sufficient knowledge to function as equal partners. The knowledge and experience of the lay members who come from fields other than education are relevant and useful to the educational enterprise in order that the needs of contemporary schools are met.

The fifth assumption is that because of de-zoning, the schools need to function in an interesting and effective mode that can improve the image of the school in a similar way to the business reputation of a private/public enterprise. Such an image will help attract high levels of school enrolments.

The sixth assumption is that SBM would be cost-effective because the ownership of the policies and the higher levels of commitment lead to minimization of costs and better utilization of limited resources. More resources would also be available because of minimizing the size of the educational bureaucracy, as well as higher levels of resources coming from the school community.

The last assumption is that stricter controls are needed to be enforced by the center in ensuring accountability for the finances placed at the disposal of the school in conformity with the Ministerial/Departmental Guidelines relating to the operation of school councils. The principal is made accountable to the governing body and through it to the state's education authorities, as well as to the school community. Submission of regular progress reports to the governing body and annual reports to other relevant authorities and the school community are required.

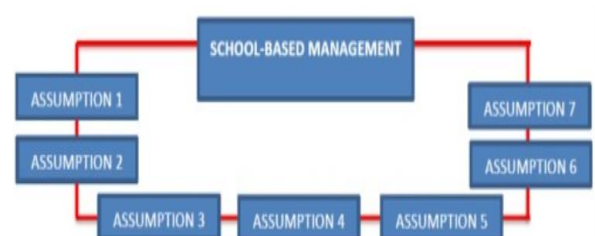


Figure 1: Gamage Theory of SBM

This theory focuses mainly on involving community and parents, stakeholders, and administrators in the school decision-making process rather than putting them entirely in control. However, in cases, community and school administrator plays a great role in decision-making and the precise definition of these roles affect how SBM activities are conceived and implemented. It emphasizes that SBM in almost all its angle and manifestations involves community members in the school decision-making. This is because these stakeholders and community members are usually the parents of children enrolled in the school and they should have the concern on developing learning processes in schools. As a result, SBM objectives may be defined possibly achieved in this collaboration. In some cases, training in shared decision-making, interpersonal skills, and management skills is offered to school members so that they can become more capable

participants in the SBM process (Briggs and Wohlsletter, 1999).

Figure 2 presents the paradigm of the study in determining the principals' leadership styles in implementing school-based management and its' relationship in the current level of practice.



Figure 2: Research Paradigm

The researchers developed a researcher-made questionnaire to assess the leadership styles used by the principals in implementing and supervising the school-based management as perceived by the members of SBM team members.

Letter of requests were delivered and asked for its approval to determine the present SBM level of practice. Thus, with the current SBM level of practice, the researchers were able to determine the significant relationship between the leadership styles employed by the principals in implementing school-based management.

The study recommends for the development of an Action Plan to sustain the implementation of SBM as an indicator of principal's leadership style.

The study aims to determine the effect of Principals' leadership styles in the implementation of decentralized school-based management system. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of :
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Position in SBM team
 - 1.4 Length of service in teaching
2. What are the leadership styles of school heads as perceived by the respondents in the implementation of school-based management?
3. What is the current school-based management level of practice among selected secondary public schools in Mandaluyong city?
4. What is the significant relationship between the school heads' leadership style in implementing SBM and the current school-based management level of accreditation?
5. How do school principal leadership styles affect the implementation of school-based management as perceived by the respondents?

It primarily focuses on determining the leadership styles of public school principals and the level of School-Based

Management (SBM) practice. It was limited only to the important variables, which were the demographic profile of public school heads and public school teachers as members of the school-based management team being the respondents of the study.

The study was limited to the leadership style of the principals from selected secondary public schools in Mandaluyong city as perceived by the respondents. Likewise, data in reference to the level of practice of each participating school was requested.

This study will be a significant endeavor in providing effective leadership, interventions to consider in accomplishing SBM for a better and successful school performance. The findings of this study will redound to the benefit of not just the school but all those concerns and thus to see the effectiveness of School-Based Management.

2. Theoretical Background

School-Based Management Program in the Philippines

SBM was implemented between 2003 and 2005 in 23 districts participating in the Third Elementary Education Project (TEEP) supported by the World Bank. The project provided funding for school infrastructure, training, curriculum development, and textbooks. SBM was introduced as an integrating framework for obtaining school-level project inputs and building school capacity for education planning and program implementation beginning in school year 2003-04. Schools participating in SBM were required to design a five-year School Improvement Plan (SIP) in partnership with parents and the community using data such as student achievement and students' learning needs assessments, with the school principal or head teacher leading the process. Based on the SIP, schools developed an Annual Implementation Plan (AIP) at the beginning of the school year and a report card to be shared with the community at the end of the school year. Project inputs for infrastructure, training, textbooks, and so forth, were partially based on the SIP. Principals and head teachers received training in leading the development and implementation of the SIP and the AIPs in collaboration with teachers and key members of the larger community. SBM schools also received funds for maintenance and operating expenses directly in cash rather than in kind, as had been the case previously. These cash funds could be used by the schools based on their AIP. The cash allocation was based on a formula that provided each school with a flat amount of funds plus a prorated figure based on the number of student and teachers as well as other criteria, such as percentage of indigenous student population in the school. Schools not participating in the SBM received no SBM-related training and no cash funds, and they were not required to develop SIPs and AIPs.

The SBM program was designed to improve student outcomes through two main venues: by empowering the school community to identify education priorities and to allocate the school maintenance and operating budgets to those priorities (such as curriculum enrichment programs); and by enhancing transparency and accountability through the annual

implementation plans and school report cards. However, the SBM program articulated no explicit assumptions regarding the timeframe within which improvements in student achievement were expected to take place. Systematic data on the level of uptake and implementation of the key features of the reforms are also not available.

The SBM training, funds, and requirements, such as the development of the SIP and AIP, were rolled out in three batches and eventually covered almost all (84 percent) of the 8,613 schools in the 23 project districts. The first batch comprised 1,666 schools in 2003-2004, largely because they were perceived to be more capable, although no explicit assignment mechanism was designed. The next batch of 2,700 schools was targeted for SBM rollout in 2004-2005, and another batch of 1,529 was included in 2005- 2006.

The Implementation of SBM program in the Philippines shows that school-averaged student performance on national tests improved between 2002-03 and 2004-05 and that the level of improvement was higher for schools involved in SBM for two years compared with schools that had not yet received the intervention or received the intervention later. School-averaged student performance improved in math, science, and English and on the composite score. Improvement for schools that received SBM early was significantly higher in science and English and on composite test scores.

The Philippines subsequently embarked on a wider effort to introduce and implement SBM. While there is an early indication of the usefulness of SBM in a few districts in the Philippines and its promise for other parts of the country, it also highlights the importance of specifying the program intervention and its underlying theory of change clearly and of integrating a rigorous evaluation design into the rollout of a program.

School-Based Management Program – Autonomy with Accountability

School autonomy and local accountability are the underlying features defining school-based management. Autonomy means the ability for schools to be empowered to take decisions. Accountability usually stems in SBM from a higher level of participation from the local community, usually through a school committee which includes school-level administrators, parents, and teachers as members. In an influential recent book (Bruns, Filmer, and Patrinos, 2011), the authors describe possible areas of decision-making decentralized to the school level. The list includes topics ranging from monitoring of student performance to the hiring and firing of teachers. Decisions can cover various pedagogical and administrative tasks. The school may be able to take decisions regarding the curriculum and the monitoring of teacher performance and the school may be able to allocate its own budget, and in some cases, even hire and fire teachers. Variations in the areas of decision-making delegated to the school, and the degree of autonomy provided for those decisions are two of the inputs into a typology of school-based management. Another detailed examination of SBM (Barrera-Osorio et. al., 2009) describes the different types of

controlling arrangements at the school level, depending on the devolution of authority to the principal, the teachers, and the parents.

Leadership style of Sustainability School-Based Management in UK

There have been several studies on how leaders and their styles of leadership promote change and it is now believed that individual leadership style is a very important factor in innovation. Leadership style as a combined outcome of the leader's self-related cognitive information, personality traits, the primary motives, and thoughts on operating situational variables. It is important that the overall leadership style adopted suit the organization's beliefs, values, and assumptions.

There are different types of leadership styles, each proving effective depending on the given circumstances, attitude, beliefs, preferences, and values of the people involved. Tabassi and Abu Bakar (2010) add that an effective leadership style is critical to all successful projects and organizations. Leadership styles is a stable mode of behavior that the leader uses in his or her effort to increase his or her influence, which constitutes the essence of leadership. Many styles of leadership have been proposed for organizational leaders including transactional, transformational, charismatic, democratic, servant, autocratic, consultative, laissez-faire, joint decision-making, authoritative, participative, tyrant, task-oriented, relationship-oriented, production-oriented, employee-oriented, delegating, authority compliance, impoverished management, and team management, etc. It is suggested that different leadership styles are appropriate in different circumstances and the style of a leader has a major influence on the performance of their organization.

Transformational leadership

Leaders in this style motivate subordinates to perform beyond the expected levels of performance and can be identified with the goals and the interest of the organization. Transformational leaders lead by example to influence followers' moral, emotional, affective, and cognitive behavior by showing positive qualities and ethics (Zhu et al., 2011). Such leaders, therefore, make decisions that promote ethical policies, procedures, and processes in their organizations (Zhu et al., 2011). In a previous study about leadership styles, it is suggested that transformational leaders motivate their followers to think beyond self-interest and work together for a shared cause because of their moral qualities. It is argued that such qualities exhibited by transformational leaders support and promote innovations in organizations they lead.

Transactional leadership

The leaders monitor performance and take the necessary corrective action. Transactional leaders can inculcate moral standards in an organization through effective ethical structures because they have a positive impact on the followers' moral personality (Zhu et al., 2011). However, transactional leadership does not possess the same level of morality when compared with that of transformational leadership.

Charismatic leaders

In this style of leadership, they are very good at shaping the values of others. They are regarded as visionary leaders who foster good relationships with their follows to achieve excellent performance of the organization's vision through personal characters and behaviors (Hayibor et al., 2011). The charismatic leadership style communicates vision, energizes others, and accelerates innovation processes such as sustainability.

Ethical leaders

Leaders that possess characteristics such as honesty, caring, and principles. Ethical leaders communicate with their followers on ethics, set clear ethical standards, use rewards and punishments, and make fair and balanced decisions. Riggio et al. (2010) define an ethical leader as the one who demonstrates prudence, temperance, fortitude, and justice in their personal characteristics and actions.

Authentic leadership

These are leaders that have recently emerged as another form of leadership which compliments the work on ethical and transformational leadership. Authentic leaders are not necessarily transformational, visionary, or charismatic leaders; however, they incorporate transformational and ethical leadership qualities, demonstrate a higher moral ability, and are guided by a set of ideals (Lloyd-Walker and Walker, 2011).

Visionary/Democratic leaders

This style of leaders is combination of transformational and charismatic styles of leadership, it creates a strategic vision of some organizational future to achieve high levels of cohesion, commitment, trust, motivation, and hence performance in the new organizational environments (Zhu et al., 2011). They describe visionary leaders as people who employ a collaborative style for making decisions, share problems with their followers and seek consensus before the leaders make the final decision.

Strategic leadership

This leadership theory is thought to be similar to the trait theories, it is, however, different as it focuses on individuals at the top of an organization and their effect on strategic processes and results (DeChurch et al., 2010). Strategic leadership style is believed to be the most appropriate leadership style for organizations implementing corporate social responsibility strategies.

Laissez-faire leadership

It represents a leadership style in which the leader avoids making decisions, uses their authority, and relinquishes responsibility. A laissez-faire leader chooses to avoid taking action and avoid leading. It is believed to be the most passive and ineffective form of leadership. Understanding the characteristics exhibited by each style/behavior of leadership enhances the interview process and the design of the multifactor leadership questionnaire (MLQ).

Principal's Leadership Styles in School-based Management

SBM means that the government gives responsibilities and authority over school operations to principals, teachers, parents, and other local community-based members. SBM emphasizes shared decision-making among key stakeholders at the local level. The literature proves in its evidence that the roles and responsibilities of principals change under SBM regimes. Cranston (2001) suggests that principals should focus on the need to lead whole school communities and the needs for participation and collaboration among members of the school community in decision-making, planning, budgeting so then the leadership skills and capacities of principals (particularly those of an interpersonal orientation, such as negotiation, consultation, and conflict resolution, and building ownership of and commitment to decision) emerge as critical. In SBM, collective decision-making and delegated responsibility are important, which are remarked differently with the principal job in the previous time. The principal should introduce in terms notions of "power with" and "power through" rather than "power over" which is usually used before in traditional hierarchy of school. Although SBM stressed empowering teachers and parents through the development of multiple and shared leadership roles, the principals remain "pivotal players" in initiating, implementing, and sustaining viable for SBM activities.

School-based management does not mean to remove the existence of a leader/principal in the school. Principal is an important player to bring school either, highly effective school or highly ineffective school. Principal should use various leadership styles when leading school-based management. The results of effective educational leadership style applications in the context of school-based management must match with changes in skills, capabilities, roles, and responsibilities of principals. Implementing skills of principal in areas of transformational, instructional, and visionary leadership will create an effective leadership in the educational context within school-based management system. Principals are encouraged to discover the most appropriate leadership strategy or a combination of leadership styles to deal with some issues under the school-based management system to achieve highly effective school.

Description of School-Based Management Levels of Practice

DepEd Order no. 83, s. 2012 also known as "Implementing Guidelines on the Revised School-based Management (SBM) Framework, Assessment process, and Tool (APAT), stipulated the strengthening of the School-based management (SBM) practice and re-emphasize the centrality of the learners and involvement of relevant community basic education service delivery, The Department of Education embarked on revisiting the SBM framework, assessment process, and tool to improve on already recognized successful SBM practices across the regions.

The Operational Framework (Figure 3) below presents the key components of the assessment system and how they are

organized and interrelated to enhance continuous improvement of learning outcomes and product of learning.

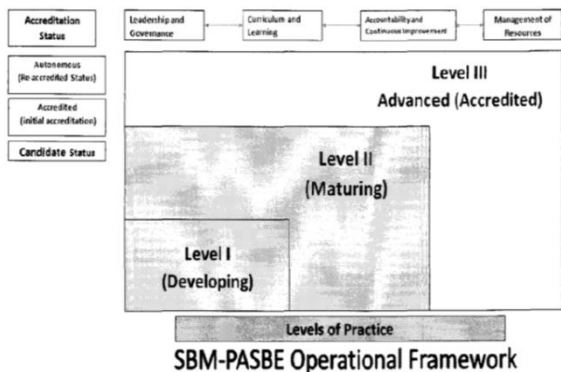


Figure 3: SBM-PASBE Operational Framework

The three (3) key components are presented: (1) guiding principles of the assessment system, (2) indicators of SBM practices, and (3) school accreditation. The Four ACCESs principles guide the assessment of the indicators of practice and the accreditation process. The SBM practice is ascertained by the existence of structured mechanisms, processes, and practices in all indicators. The unit of analysis is the school system, the resulting levels are described as follows:

Level I: DEVELOPING – Developing structures and mechanisms with acceptable level and extent of community participation and impact on learning outcomes.

Level II: MATURING – Introducing and sustaining continuous improvement process that integrates wider community participation and significantly improve performance and learning outcomes.

Level III: ADVANCED (ACCREDITED LEVEL) – Ensuring the production of intended outputs/outcomes and meeting all standards of a system fully integrated in the local community and is self-renewing and self-sustaining.

A Re-examination of Leadership Style for Hong Kong School-Based Management (SBM) Schools

Leadership style has always been a controversial topic in educational administration and management. Following the recommendation of the Education Commission to introduce school-based management (SBM) into Hong Kong schools in the early 1990s, discussions about the kind of leadership style that is appropriate for SBM schools have never ceased. The government holds a continuing belief that SBM schools work better if they are managed by “better” principals and emphasizes the value of transformational leadership. However, this paper articulates the limitations of that leadership style and argues for complementing it with educational leadership, which purports that principals have an obligation to learn with others about ways of promoting student learning. Secondly, the staff should also be encouraged and helped to carry out certain leadership functions. These arguments are supported by references to the most relevant literature. The discussion is useful to school principals, leaders, and teachers by offering them a better

understanding of how to facilitate the implementation of SBM.

Impact of School-Based Management Program

Decentralization of decision-making to the school level is expected to lead to an improvement in the performance of individual schools and consequently the entire education because it clarifies and simplifies governance arrangements for service delivery. “By giving a voice and decision-making power to local stakeholders who know more about local needs than central policymakers do, it is argued that SBM will improve education outcomes...” (Bruns, Filmer, and Patrinos, 2011; p. 16). The authors explain in detail the so-called ‘SBM results chain’ between implementation of SBM and school performance. The increased participation of local stakeholders is expected to lead to greater transparency and effectiveness in the use of resources at the school level. There is an ‘increased understanding of the rules of the game. With better planning and performance measurement and monitoring to go with resources, the school would likely have more open and welcoming environments for all the actors. The services delivered of the school would then be of a higher quality, resulting in improvement in educational indicators such as lower repetition and dropout and better test scores. All this takes time, and the authors cite studies that indicate 8 to 10 years to see appreciable results in student achievement. A stream of literature somewhat parallel to the service delivery set of arguments comes from educational researchers seeking to explain what makes an effective school. In addition to the work on SBM done by economists, educational researchers have also studied SBM (Briggs and Wohlstetter, 2003). The authors arrive at a list of elements indicated in the literature to be characteristics of successful SBM schools: a vision focused on teaching and learning; use of decision-making authority to bring about meaningful changes in teaching and learning; development of teachers’ knowledge and attitudes towards a learning community; the distribution of power across stakeholder and shared leadership, and mechanisms for collecting and communicating information about school performance.

3. Methodology

The researcher used the mixed method design. According to the National Institute of Health, mixed methods may be employed to produce a robust description and interpretation of the data, make quantitative results more understandable or understand broader applicability of small-sample qualitative findings.

Quantitative method of research specifically the descriptive–correlational research design was utilized to describe the leadership styles of the principals in implementing school-based management as perceived by the respondents through a survey questionnaire. Descriptive research is research designed to provide a snapshot of the perceived leadership styles of the principals. Correlational research is research designed to discover relationships among variables and to allow the prediction of future events from present knowledge.

Qualitative research method was used to describe the perception and insights of the respondents on what extent does leadership styles affects the level of practice of SBM. Interview method specifically, focus group discussion was conducted to collect thoughts, beliefs, and feelings of the respondents.

Population and Sampling Scheme

The respondents of the study were coming from the SBM team of each public secondary school in Mandaluyong city, while purposive sampling was used in selecting the teacher-respondents by school. Eleven (11) public secondary schools participated in the conduct of the study.

Respondents of the Study

This study covered a total of fifty-five (55) public school teachers who are members of their respective school-based management team. Five (5) teachers from eleven (11) schools were the respondents of the study.

Research Instrument

For survey purposes, a self-formulated questionnaire was used. There were eighteen (18) questions which described a specific leadership style answered by the respondents. Part I of the survey questionnaire was about the profile of the respondents. Part II constituted the perceptual assessment of the leadership styles employed by their respective principal in implementing SBM. This part comprised statements that determined the leadership styles and management styles which school head employed in their respective schools.

Data Gathering Procedures

Prior to actual data gathering, the survey questionnaire was be validated and modified by our public school district supervisor in charge of our school. A pilot testing was administered to ten (10) senior high school teachers to answer the validated instrument to test its reliability and suitability for the chosen respondents. The researchers ensured that those who already answered were not chosen as the respondents of this study. The respondents requested to complete the survey questionnaire voluntarily. The completed questionnaires were checked for plausibility, integrity, and completeness. The gathered data were collated and tabulated for statistical analysis.

Frequency counts was used to describe the demographic profile of the respondents. Ranking was done to find out the positional importance of every variable in the different leadership styles. Weighted mean was used to determine the leadership style of each principal. Meanwhile, chi-square was used to analyze the significant relationship between the principal's leadership styles and the current SBM level of practice.

Statistical Treatment of Data

In the process of interpreting and analyzing of data, all the quantitative data collected were coded, organized, interpreted, and analyzed using the frequency distribution table and chi-square formula. Whereas the qualitative data were analyzed using Nvivo software for a thematic analysis. Research findings were presented using appropriate table.

The researchers organized and analyzed all collected quantitative and qualitative data. Using MS Excel, statistical calculations identified the frequency and mean of each factor and the correlation chi-square result of the quantitative data. Meanwhile, the transcribed qualitative data were processed using the Nvivo Software. Conclusions were drawn, and literatures related to the results were discussed.

The following statistical tools were used for the easy calculation of quantitative data.

1. Frequency Distribution. This refers to the number of times an answer is repeated. The frequencies, together with the number of answers make the frequency distribution.

F = Frequency

2. Mean. This refers to the average scores or totality.

μ = Total Score/Number of Frequency

3. Percentage. It is a number or ratio expressed as a fraction of 100.

P = Score/Overall Score x 100

4. Chi-Square Test. The purpose of the test is to evaluate how likely the observed frequencies would be assuming the null hypothesis is true. The Chi-Square Test of Independence determines whether there is an association between categorical variables (i.e., whether the variables are independent or related). It is a nonparametric test.

Formula

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

χ^2 = chi squared
 O_i = observed value
 E_i = expected value

5. Likert Scale table

Range	Scale	Remarks
4.50 – 5.00	5	Frequently, if not always
3.50 – 4.49	4	Fairly Often
2.50 - 3.49	3	Sometimes
1.50 – 2.49	2	Once in a while
1.00 – 1.49	1	Never

Ethical Considerations

The researchers informed the respondents about the purpose of the study and the significance of its findings. It was clearly stated through an informed written consent and assent from the participation was completely voluntary. Likewise, the researchers assured confidentiality and voluntarily withdrawal from the study without the necessity of providing an explanation of any prejudice at any point during the conduct of the study.

Informed Consent. Before the data gathering, the participants were oriented about the study. They were asked to sign a written consent on their own will, right mind, and free from coercion that they are going to participate

Assent Form. Before the data gathering, the school head received a permission letter from all the details of the interview.

Privacy. During the data gathering, questions which were too private to be answered by the participants and wish to seclude information, request were granted and respected.

Confidentiality. All the data gathered from the participants were treated with high confidentiality.

Anonymity. The researchers ensured the protection of the participants' identity.

4. Empirical Findings/Result

1. Respondents' demographic profile in terms of the following:

1.1 Age

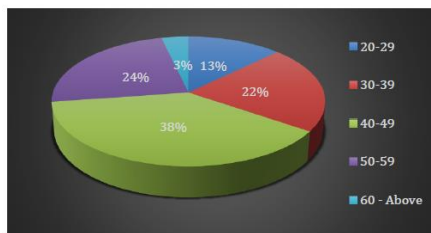


Figure 4: Age Profile of Respondents

Figure 4 presents the age profile of the respondents. Based on the distribution of percentage scores, most of the members of the SBM team in each school are from the age bracket of 40-49 years old as indicated from the percentage score of 38%. On the other hand, few members of the SBM team in every school were came from the age bracket of 60yrs and above as reflected from the percentage score of 3%.

As data revealed, it can be deduced that the members of the SBM Team in every school are highly proficient teachers together with the head teachers as reflected in the age brackets of 30-39 years old with 22%, 50-59 years old with 24% and 40-49 years old with 38%.

1.2 Gender

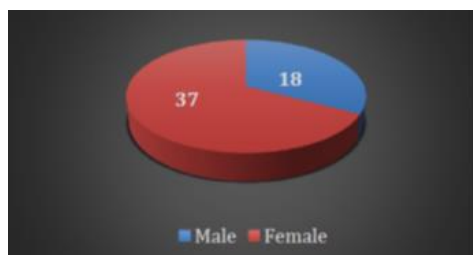


Figure 5: Gender Profile of Respondents

Figure 5 indicates the gender profile of the respondents as members of the school-based management team. 37% or roughly 20 respondents are female and 18 respondents or 18% are male. It can be assumed that most of the members of the SBM team in every school are female teachers.

1.3 Position in SBM team



Figure 6: Position Profile of the Respondents in SBM Team

Figure 6 shows the position profile of the respondents as members of the school-based management team. Based on the data above, there 25 respondents, or 45% are group leaders in their respective SBM Team. While 21 or 38% of the respondents are members of SBM team in their respective school. And 9 out of 55 respondents are the team leaders of their SBM team.

1.4 Length of service in teaching

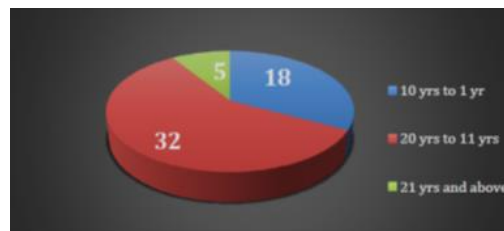


Figure 7: Length of Service of the Respondents

The figure reveals the length of service of the respondents in teaching. It can be gleaned on the data above that there are 32 or 58% of the respondents are 11 -20 years in teaching service. While 18 or 33% of the respondents are 1-10 years in teaching and only 5 or 9% of the respondents have been in teaching for more than 21 years.

Based on the data, it can be assumed that the members of SBM team in every school are experienced teachers as reflected to the years' experience brackets.

2. Leadership Styles of School Heads as Perceived by the Respondents in the Implementation of School-Based Management

Table 2.1 indicates the distribution of mean scores in leadership styles of principal in school A in the implementation of school-based management.

Table 2.1. Mean Distribution of Leadership Styles Employed by the Principal in School A

LEADERSHIP STYLES	MEAN	REMARKS
Strategic Leadership	4.40	Fairly Often
Laissez Faire Leadership	4.13	Fairly Often
Transactional Leadership	4.40	Fairly Often
Autocratic Leadership	2.67	Sometimes
Democratic Leadership	4.47	Fairly Often
Transformational	4.87	Frequently

Leadership

It can be gleaned from the table above that the principal in School A has “*Frequently*” demonstrated a “*Transformational Leadership*” in implementing school-based management as indicated from the mean score of 4.87. On the other hand, the principal leadership styles were characterized “*Fairly often*” as “*Strategic leadership*”, “*Laissez-Faire*”, “*Transactional leadership*”, and “*Democratic leadership*” as indicated in the mean scores of 4.40, 4.13, 4.40, and 4.4, respectively. While the principal in school A was perceived to be “*Sometimes*” employed “*Autocratic leadership*” as shown from the mean score of 2.67.

Based on the data it can be deduced that the principal in school A is a transformational leader in implementing school-based management. Such leaders, therefore, make decisions that promote ethical policies, procedures, and processes in their organization (Zhu et al., 2011).

Table 2.2 indicates the distribution of mean scores in leadership styles of principal in school B in the implementation of school-based management.

Table 2.2. Mean Distribution of Leadership Styles Employed by the Principal in School B

LEADERSHIP STYLES	SCHOOL B	
	MEAN	REMARKS
Strategic Leadership	4.73	Frequently
Laissez Faire Leadership	3.93	Fairly Often
Transactional Leadership	4.33	Fairly Often
Autocratic Leadership	2.53	Sometimes
Democratic Leadership	4.47	Fairly Often
Transformational Leadership	4.47	Fairly Often

The table above shows that the principal in School B has “*Frequently*” exhibited “*Strategic Leadership*” in implementing school-based management as indicated from the mean score of 4.73. The principal’s leadership styles were characterized “*Fairly often*” as “*Laissez-Faire*” with mean score of 3.93, “*Transactional leadership*” with a mean score of 4.33, “*Democratic leadership*” with mean score 4.47, and “*Transformational leadership*” as indicated from the mean score of 4.47. While the principal in school B was perceived to be “*Sometimes*” employed “*Autocratic leadership*” as shown from the mean score of 2.53.

Based on the data, it appears that the principal in school B is a strategic leader in implementing school-based management. Strategic leadership focuses on individuals at the top of an organization and their effect on strategic processes and results (DeChurch et al., 2010).

Table 2.3 indicates the distribution of mean scores in leadership styles of principal in school C in the implementation of school-based management.

Table 2.3. Mean Distribution of Leadership Styles Employed by the Principal in School C

LEADERSHIP STYLES	SCHOOL C	
	MEAN	REMARKS
Strategic Leadership	3.93	Fairly Often
Laissez Faire Leadership	3.73	Fairly Often
Transactional Leadership	4.13	Fairly Often
Autocratic Leadership	3.47	Sometimes
Democratic Leadership	4.47	Fairly Often
Transformational Leadership	4.73	Frequently

The table above shows that the principal in School C has “*Frequently*” exhibited “*Transformational leadership*” in implementing school-based management as indicated from the mean score of 3.93. The principal’s leadership styles were characterized “*Fairly often*” as “*Laissez-Faire*” with mean score of 3.73, “*Transactional leadership*” with a mean score of 4.13, “*Democratic leadership*” with mean score 4.47, and “*Strategic leadership*” as indicated from the mean score of 3.93. While the principal in school C was perceived to be “*Sometimes*” employed “*Autocratic leadership*” as shown from the mean score of 3.47.

Based on the data it can be deduced that the principal in school C is a transformational leader in implementing school-based management. Such Leaders, therefore, make decisions that promote ethical policies, procedures, and processes in their organization (Zhu et al., 2011).

Table 2.4 indicates the distribution of mean scores in leadership styles of principal in school D in the implementation of school-based management.

Table 2.4. Mean Distribution of Leadership Styles Employed by the Principal in School D

LEADERSHIP STYLES	SCHOOL D	
	MEAN	REMARKS
Strategic Leadership	4.40	Fairly Often
Laissez Faire Leadership	4.00	Fairly Often
Transactional Leadership	4.67	Frequently
Autocratic Leadership	2.87	Sometimes
Democratic Leadership	4.47	Fairly Often
Transformational Leadership	4.40	Fairly Often

The table above shows that the principal in School D has “*Frequently*” exhibited “*Transactional leadership*” in implementing school-based management as indicated from the mean score of 4.67. The principal’s leadership styles were characterized “*Fairly often*” as “*Strategic leadership*” and “*Transformational leadership*” with a mean score of 4.40, “*Laissez Faire*” with mean score 4.00, and “*Democratic leadership*” as indicated from the mean score of 4.47. While the principal in school D was perceived to be “*Sometimes*” employed “*Autocratic leadership*” as shown from the mean score of 2.87.

Based on the data, it appears that the principal in school D is a transactional leader. Transactional leaders can inculcate moral standards in an organization through effective ethical structures because they have a positive impact on the followers’ moral personality (Zhu et al., 2011).

Table 2.5 indicates the distribution of mean scores in leadership styles of principal in school E in the implementation of school-based management.

Table 2.5. Mean Distribution of Leadership Styles Employed by the Principal in School E

LEADERSHIP STYLES	SCHOOL E	
	MEAN	REMARKS
Strategic Leadership	4.40	Fairly Often
Laissez Faire Leadership	4.00	Fairly Often
Transactional Leadership	4.67	Frequently
Autocratic Leadership	2.87	Sometimes
Democratic Leadership	4.47	Fairly Often
Transformational Leadership	4.40	Fairly Often

The table above shows that the principal in School E has “*Frequently*” exhibited “*Transformational Leadership*” in implementing school-based management as indicated from the mean score of 4.67. The principal’s leadership styles were characterized “*Fairly often*” as “*Democratic leadership*” with mean score of 4.47, “*Transactional leadership*” with a mean score of 4.33, “*Strategic leadership*” with mean score 4.33 and “*Laissez Faire*” as indicated from the mean score of 4.07. While the principal in school E was perceived to be “*Sometimes*” employed “*Autocratic leadership*” as shown from the mean score of 2.80.

Based on the data, it appears that the principal in school E is a transformational leader in implementing school-based management. Transformational leaders lead by example to influence followers’ moral, emotional, affective, and cognitive behavior by showing positive qualities and ethics (Zhu et al., 2011). Such leaders, therefore, make decisions that promote ethical policies, procedures, and processes in their organizations (Zhu et al., 2011).

Table 2.6 indicates the distribution of mean scores in leadership styles of principal in school F in the implementation of school-based management.

Table 2.6. Mean Distribution of Leadership Styles Employed by the Principal in School F

LEADERSHIP STYLES	SCHOOL F	
	MEAN	REMARKS
Strategic Leadership	4.27	Fairly Often
Laissez Faire Leadership	4.20	Fairly Often
Transactional Leadership	4.73	Frequently
Autocratic Leadership	2.53	Sometimes
Democratic Leadership	4.40	Fairly Often
Transformational Leadership	4.47	Fairly Often

The table above shows that the principal in School F has “*Frequently*” exhibited “*Transactional Leadership*” in implementing school-based management as indicated from the mean score of 4.73. The principal’s leadership styles were characterized “*Fairly often*” as “*Transformational leadership*” with a mean score of 4.47, “*Democratic leadership*” with mean score 4.40, “*Strategic leadership*” with a mean score of 4.27 and “*Laissez-Faire*” with mean score of 4.20. The principal in school F was perceived to be “*Sometimes*” employed “*Autocratic leadership*” as shown from the mean score of 2.53.

Based on the data, it appears that the principal in school F is a transactional leader. Transactional leaders can inculcate moral standards in an organization through effective ethical structures because they have a positive impact on the followers’ moral personality (Zhu et al., 2011).

Table 2.7 indicates the distribution of mean scores in leadership styles of principal in school G in the implementation of school-based management

Table 2.7. Mean Distribution of Leadership Styles Employed by the Principal in School G

LEADERSHIP STYLES	SCHOOL G	
	MEAN	REMARKS
Strategic Leadership	4.07	Fairly Often
Laissez Faire Leadership	4.07	Fairly Often
Transactional Leadership	4.33	Fairly Often
Autocratic Leadership	2.40	Sometimes
Democratic Leadership	4.67	Frequently
Transformational Leadership	4.47	Fairly Often

The table above shows that the principal in School G has “*Frequently*” exhibited “*Democratic Leadership*” in implementing school-based management as indicated from the mean score of 4.67. The principal’s leadership styles were characterized as “*Transformational leadership*” as indicated from the mean score of 4.47, “*Transactional leadership*” with a mean score of 4.33. “*Strategic leadership*” and “*Laissez-Faire*” with have the same mean score of 4.07. The principal in school G was perceived to be “*Sometimes*” employed “*Autocratic leadership*” as shown from the mean score of 2.40.

Based on the data, it appears that the principal in school G is a democratic leader in implementing school-based management. This style of leaders is combination of transformational and charismatic styles of leadership, it creates a strategic vision of some organizational future to achieve high levels of cohesion, commitment, trust, motivation and hence performance in the new organizational environments (Zhu et al., 2011).

Table 2.8 indicates the distribution of mean scores in leadership styles of principal in school H in the implementation of school-based management..

LEADERSHIP STYLES	SCHOOL H	MEAN	REMARKS
Strategic Leadership		4.07	Fairly Often
Laissez Faire Leadership		4.07	Fairly Often
Transactional Leadership		4.33	Fairly Often
Autocratic Leadership		2.40	Sometimes
Democratic Leadership		4.67	Frequently
Transformational Leadership		4.47	Fairly Often

The table above shows that the principal in School H has “*Frequently*” exhibited “*Transformational Leadership*” in implementing school-based management as indicated from the mean score of 4.73. The principal’s leadership styles characterized “*Fairly often*” as “*Democratic leadership*” with mean score of 4.47, “*Transactional leadership*” with a mean score of 4.40, “*Strategic leadership*” with mean score 4.20, and “*Laissez Faire*” as indicated from the mean score of 3.93. The principal in school H was perceived to be “*Sometimes*” employed “*Autocratic leadership*” as shown from the mean score of 2.53.

Based on the data, it appears that the principal in school H is a transformational leader in implementing school-based management. In a previous study about leadership styles, it is suggested that transformational leaders motivate their followers to think beyond self-interest and work together for a shared cause because of their moral qualities. It is argued that such qualities exhibited by transformational leaders support and promote innovations in organizations they lead.

Table 2.9 indicates the distribution of mean scores in leadership styles of principal in school I in the implementation of school-based management.

Table 2.9. Mean Distribution of Leadership Styles Employed by the Principal in School I

LEADERSHIP STYLES	SCHOOL I	MEAN	REMARKS
Strategic Leadership		4.20	Fairly Often
Laissez Faire Leadership		4.13	Fairly Often
Transactional Leadership		4.33	Fairly Often
Autocratic Leadership		2.53	Sometimes
Democratic Leadership		4.33	Fairly Often
Transformational Leadership		4.73	Frequently

The table above shows that the principal in School I has “*Frequently*” exhibited “*Transformational Leadership*” in implementing school-based management as indicated from the mean score of 4.73. The principal’s leadership styles were characterized “*Fairly often*” as “*Transactional Leadership*” and “*Democratic leadership*” with mean score of 4.33, “*Strategic leadership*” with a mean score of 4.20, and with mean score 4.47 and “*Laissez Faire*” as indicated from the mean score of 4.13. The principal in school I was perceived to be “*Sometimes*” employed “*Autocratic leadership*” as shown from the mean score of 2.53.

Based on the data, it appears that the principal in school I is a transformational leader in implementing school-based management. In a previous study about leadership styles, it is suggested that transformational leaders motivate their followers to think beyond self-interest and work together for a shared cause because of their moral qualities. It is argued that such qualities exhibited by transformational leaders support and promote innovations in organizations they lead.

Table 2.10 indicates the distribution of mean scores in leadership styles of principal in school J in the implementation of school-based management.

Table 2.10. Mean Distribution of Leadership Styles Employed by the Principal in School J

LEADERSHIP STYLES	SCHOOL J	MEAN	REMARKS
Strategic Leadership		4.40	Fairly Often
Laissez Faire Leadership		4.40	Fairly Often
Transactional Leadership		4.67	Frequently
Autocratic Leadership		2.60	Sometimes
Democratic Leadership		4.47	Fairly Often
Transformational		4.33	Fairly Often

Leadership

The table above shows that the principal in School J has “*Frequently*” exhibited “*Transactional Leadership*” in implementing school-based management as indicated from the mean score of 4.67. The principal’s leadership styles were characterized “*Fairly often*” as “*Democratic leadership*” with mean score of 4.47, “*Strategic leadership*” and “*Laissez Faire*” with a mean score of 4.40, and “*Transformational leadership*” as indicated from the mean score of 4.33. The principal in school J was perceived to be “*Sometimes*” employed “*Autocratic leadership*” as shown from the mean score of 2.60.

Based on the data, it appears that the principal in school J is a transactional leader in implementing school-based management. Transactional leaders can inculcate moral standards in an organization through effective ethical structures because they have a positive impact on the followers’ moral personality (Zhu et al., 2011).

Table 2.11 indicates the distribution of mean scores in leadership styles of principal in school K in the implementation of school-based management.

Table 2.11. Mean Distribution of Leadership Styles Employed by the Principal in School K

LEADERSHIP STYLES	SCHOOL K	
	MEAN	REMARKS
Strategic Leadership	3.80	Fairly Often
Laissez Faire Leadership	3.73	Fairly Often
Transactional Leadership	3.53	Fairly Often
Autocratic Leadership	2.40	Once in a while
Democratic Leadership	3.87	Fairly Often
Transformational Leadership	4.53	Frequently

The table above shows that the principal in School K has “*Frequently*” exhibited “*Transformational Leadership*” in implementing school-based management as indicated from the mean score of 4.53. The principal’s leadership styles were characterized “*Fairly often*” as “*Democratic leadership*” with mean score of 3.87, “*Strategic leadership*” with a mean score of 3.80, “*Laissez Faire*” with mean score 3.73, and “*Transactional leadership*” as indicated from the mean score of 3.53. The principal in school K was perceived to be “*Once in a While*” employed “*Autocratic leadership*” as shown from the mean score of 2.40.

Based on the data, it appears that the principal in school K is a transformational leader in implementing school-based management. Transformational leaders lead by example to influence followers’ moral, emotional, affective, and cognitive behavior by showing positive qualities and ethics (Zhu et al., 2011).

3. Current Status of School-Based Management Level of Practice among Selected Secondary Public School in Mandaluyong City.

Table 3.1 presents the school-based management level of practice of selected secondary public school in SDO Mandaluyong.

Table 3.1. School-Based Management Level of Practice among Selected Public Secondary School in SDO Mandaluyong

SCHOOL	LEVEL OF PRACTICE
A	1
B	2
C	1
D	for Assessment to Level 1
E	1
F	for Assessment to Level 1
G	1
H	for Assessment to Level 1
I	1
J	for Assessment to Level 1
K	1

Based on the data above, only one (1) secondary school was able to meet the criteria and requirements for “SBM Level 2” of practice. While six (6) secondary schools met the criteria and requirements of “SBM Level 1” of practice. And there are four (4) secondary schools where their SBM level status is currently “for assessment to Level 1 Practice”.

Based on DepEd Order no. 83, s. 2012 the SBM Level I of Practice was described as DEVELOPING. It means that the school is developing structures and mechanisms with acceptable level and extent of community participation and impact on learning outcomes. SBM Level II or described as MATURING. The school SBM status would likely Introducing and sustaining continuous improvement process that integrates wider community participation and significantly improve performance and learning outcomes. SBM Level III or ADVANCED (ACCREDITED LEVEL), described the SBM implementation in ensuring the production of intended outputs/outcomes and meeting all standards of a system fully integrated in the local community and is self-renewing and self-sustaining.

Table 3.2 shows the frequency distribution of leadership styles among principals and the corresponding status of school-based management level of practice.

Table 3.2. Frequency Distribution of Leadership Styles of School Head and the Corresponding Status of SBM Level of Practice

LEADERSHIP STYLES	for Assessment to Level 1	Level 1	Level 2	Total
Strategic Leadership	0	0	1	1
Laissez Faire Leadership	0	0	0	0
Transactional Leadership	3	0	0	3
Autocratic Leadership	0	0	0	0
Democratic Leadership	0	1	0	1
Transformational Leadership	1	5	0	6
Total	4	6	1	11

The table above presents the status of school-based management level of practice and the perceived leadership styles demonstrated by the principals. There are five (5) schools whose status is under level 1 of practice and one (1) school for assessment to level 1 where the perceived leadership style was “transformational leadership”. Conversely, three (3) schools whose status is “for assessment to level”, the perceived leadership style of the principals was “Transactional”. On the other hand, there is one (1) school under level 2 of practices whose principal was perceived to have “strategic leadership” style. And one (1) school under level 1 status of practice where the principal was perceived as “democratic leader”.

4. Significant Relationship Between the School Heads’ Leadership Style in Implementing SBM and the Current Status of School-Based Management Level of Practice.

Table 4 indicates the significant relationship between the perceived leadership styles of the school heads and the status of school-based management level of practice.

Table 4. Significant Relationship between the Leadership Styles of the Principals and the Status of SBM Level of Practice

Variables	Degree of Freedom/ Alpha	Chi-Square Value		Decision	Remarks
		Computed Value	Tabular Value		
Leadership Styles/SBM Level	10/0.05	22.00	18.307	Reject Ho	Significant

of Practice

The claims/hypothesis was rejected and concludes that there is a significant relationship between the perceived leadership styles of the principals and the status of the school-based management level of practice since the computed chi-square 22.00 is greater than the tabular value 18.307 at 0.05 level of significance and degree of freedom at 10.

Principal is important player to bring school either, highly effective school or highly ineffective school through the school-based management. Principal should use various leadership styles when leading school-based management. The results of effective educational leadership style applications in the context of school-based management must match with changes in skills, capabilities, roles, and responsibilities of principals.

5. How do school principals’ leadership styles affect the implementation of school-based management as perceived by the respondents?

The school principal plays important role in ensuring effectiveness in school-based management. Under SBM system, principal leadership is important but a change in leadership roles is the most important. SBM demands more of the school principal in terms of principal leadership. The following were the perceptions, beliefs, and thoughts of the respondents on how the leadership styles of a school head affects the implementation of school-based management.

In an interview, a team leader in school A narrated, *“The principal is considered as the father of the school. He imposes and directs everything in the house. And I think the style how the head directed, supervise, manage, or oversee the overall operations could influence the results”*

A member from the school said, *“Kapag ang principal ay mahina sa liderato, for sure mabagal ang proseso ng lahat, mabagal ang pag achieve ng goals ng paaralan at hindi magiging maganda ang resulta ng bawat programa”*. (*“When the leadership of the principal is weak, for sure the process is slow, and it is difficult to achieve the goals of the school. The results of the program would not be good.”*)

Group leader from school B stated, *“The leadership style of the principal directly influences the results of everything in SBM. His command matters, his styles were being look up to and his words and very powerful in achieving the goal”*.

In focus group discussion conducted in school C, another team leader narrated,

“Sa totoo lang kapag ang leader walang strategy mabagal talaga ang resulta, kaya heto tatlong dekada na ang paaralan pero hanggang ngayon for assessment to level 1 pa rin ang SBM status naming, pero kung ang naggig principal sana naming noon ay ang principal naming ngayon, malamang level III na ang status ng SBM naming, bakit? Mahigpit at talagang naka base sa resulta ang principal naming ngayon,

kapag walang report meaning walang action na ginawa, ganun dapat". ("As a matter of fact, if the leader is not strategic, the results would really be slow. This the reason why our school for three decades we are still in SBM Level 1. But if our former principal is still here, we would have already achieved level 3 because he is really focus on action and results")

Another team leader revealed,

"I always believe that the leader is the jack of all cards, he knows how to handles situations. And his leadership style is reflected on what kind of situation he is facing. When the work needs his attention, he is hands on but if the work can be delegated, he delegates it and he just supervises it."

The leadership styles of every principal directly affect the results of the implementation of the school-based management. In the implementation of school-based management, it is inevitable that the schools should be led by principals who understand their new roles and responsibilities under school-based management system (Saputra, 2020).

Cranston (2001) suggests that principals should focus on the need to lead whole school communities and the needs for participation and collaboration among members of the school community in decision-making, planning, budgeting so then the leadership skills and capacities of principals (particularly those of an interpersonal orientation, such as negotiation, consultation, and conflict resolution, and building ownership of and commitment to decision emerge as critical.

5. Discussion

This study was conducted to determine the principals' leadership styles in the implementation of decentralized school-based management system; the current school-based management level of practice among selected secondary public school in Mandaluyong city; the significant relationship between the school heads' leadership style in implementing SBM and the current school-based management level of accreditation and how do school principal leadership styles affect the implementation of school-based management as perceived by the respondents.

The following summarized the answers to the statement of problems of this research:

1. It was found out that most of the members of the SBM team in each school are from the age bracket of 40-49 years old. Female members dominated the school-based management team in most of the participating schools. Group leader is the emerging position of the participants in their respective SBM team. And 11 to 20 years is the most dominant length in service among the participants.
2. Data indicates that Transformational leadership, Transactional leadership, Strategic leadership, and Democratic leadership are the different leadership styles employed by the principals in the implementation of the school-based management as perceived by the respondents.

3. Findings show that SBM Level 1 and Level 2 are status of the SBM implementation among several public secondary school alongside with those schools currently on the process of assessment to achieve level 1 of SBM practice.
4. Since the computed value 22.00 is greater than the tabular value 18.307 at 0.05 alpha and 10 degrees of freedom, the null hypothesis was rejected and concludes that there is a significant relationship between the principals' leadership style and the status of the SBM level of practice.
6. Most of the participants of the study perceived that leadership styles of the principals directly affect the performance of the whole team in achieving the status of SBM level of practice. A school head with a strong leadership would mean significant and better results as to compare to a school head who most of the time delegated the tasks directly to his team.

7. Conclusions

Based on the findings of the study, the following conclusions were drawn.

1. The respondents are mostly from the age bracket of 40-49 and they are dominated by female members. Group leaders are the position most of the participants in their SBM team and in the bracket, 11-20 years was the length of service most of the participants.
2. The leadership styles frequently if not always demonstrated by the principals in the implementation of SBM are Transformational leadership, Transactional leadership, Strategic leadership, and Democratic leadership.
3. The status of SBM level of practice among participating schools are Level 1 and Level 2, while there are schools who are currently on the process of assessment towards level 1.
4. There is a significant relationship between the principals' leadership styles and the status of the SBM level of practice.
5. The leadership styles directly affects the implementation of school-based management.

Hence, the following recommendations were forwarded:

- Schools Division Office particular the School Governance and Operation Division (SGOD) may conduct annual leadership training for school heads to have a refresher course on the aspect of leadership.
- Schools Division Office may develop an organizational climate survey to measure the school current whether towards the leadership of the principal.
- Schools Division Office may encourage every principal to upgrade the status of their SBM level of practice.

- Future researchers may consider continuing the study in other perspective of the variables.

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