

Leadership and Performance Diversity of Private and Public-School Heads

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Abstract— *The objective of the present inquiry was to ascertain the performance standards and leadership philosophies of the principals of public and private secondary schools in Urdaneta City Division in the academic year 2023–2024. A questionnaire was the primary tool used by the researcher to collect the necessary data when using the descriptive technique of research. The respondents from both categories concur that school heads from both private and public schools exhibit instructional, transformational, transactional, strategic, and constructivist leadership styles. Nonetheless, the outcomes indicate that, in the following ranking order: (1) strategic, (2) transformational, (3) transactional, (4) instructional, and (5) constructivist, the strategic leadership style outperformed the other forms. In the meantime, both public and private school administrators performed to a very satisfactory, and in some cases exceptional, degree when it came to goal-setting, curriculum management, teacher assessment, and community interactions. Based on the findings, the following conclusions were drawn: (a) the majority of school heads come from public schools; they are highly qualified educators who are relatively new to the position and have little relevant in-service training; (b) they have all five leadership styles, with the strategic style predominating over the others, and they are equipped to discharge their duties in a variety of scenarios.*

Indexed Terms— *Community, Leadership Styles, Privates, Public, School*

I. INTRODUCTION

Given that an enormous amount of research has been done to understand leadership, many individuals still find this to be interesting and relevant since management performance, or leadership, continues to have an impact on businesses all over the world. This is particularly true for schools, where the performance and leadership qualities of their administrators and

leaders have a significant impact on the institution's ability to meet its learning goals. In the study of Al-maaitah, et al (2021), the impact of leadership among Filipino employees demonstrated the significance of leadership philosophies for an organization's performance as well as their connection to workers' attitudes toward work satisfaction, leader trust, organizational commitment, and organizational citizenship behavior. Individuals that connect communities, educators, students, and education authorities are school heads (Bakare, et al., 2021; Tedla and Redda, 2021; and Torlak, et al., 2022). According to Batool, et al (2023), they are the backbone of the educational system. A school head's main responsibility is to competently oversee the school's operation while providing students with a high-quality education. One of the most fundamental components of leadership is instruction. To be a leader in education, one must share excellent teaching with a wide range of stakeholders, including other educators (Anastasiou and Garametsi, 2021; Ketrach, et al., 2023; and Xiaoli and Tahir, 2024). Effective leaders share their knowledge with others so that everyone can gain from it; they don't keep their best strategies to themselves. In a real perspective, the clock is ticking on Education for All Goals (EFA) and moving closer to the most challenging times of the twenty-first century (Kubai, 2023). Added by Belandres (2016), to deal with these complex developments, educational leaders must think, assess, plan, and act. This is true notwithstanding the obstacles, dangers, internal conflicts, and crises the educational system faces, as well as the shared values that currently underpin the roles of school administrators. In this sense, academically goal-oriented leadership styles are anticipated of school heads, who will oversee co-curricular and instructional activities properly. They urge the community and other school stakeholders to be active in the educational activities, support and uplift the teachers, and promote collaborative decision-making. Collectively with these challenging responsibilities, they must also manage discipline, oversee teachers, plan for effective professional development, develop a school-wide vision, be an instructional leader, and attend to all of the minor details that go into running an educational institution. The ability to improve academic performance is the

first quality; promoting culture within the confines of an academic year is the second; promoting sports is the third; managing scarce resources is the fourth; and innovation in academics, culture, sports, and resource management is the final quality (Opatunde and Oredein, 2023 and Parveen, et al., 2022). In light of this, the researcher—a leader—was motivated to participate in the study aimed at ascertaining the performance standards and leadership philosophies of the heads of public and private secondary schools in Urdaneta City, Pangasinan's Schools Division, in the academic year 2023–2024.

II. METHODOLOGY

A questionnaire was the primary tool used by the researcher to collect the necessary data when using the descriptive technique of research. Defining the nature of the situation as it was during the study and investigating the reasons for the phenomenon are the main goals of implementing this method. The study involved 120 heads of both public and private schools. How teachers and administrators at public and private schools view their own and each other's leadership philosophies in relation to transformational, transactional, strategic, constructivist, and instructional approaches. An average weighted mean and a 5-point Likert scale were used to assess the performance of public and private school heads as judged by themselves and their teachers in terms of goal-setting, curriculum management, teacher evaluation, and community relations.

III. RESULTS AND DISCUSSION

Table 1. Leadership Styles of the Public and Private School Heads as Perceived by themselves and their teachers in terms of Transformational Leadership

Transformational Leadership Style Indicators	School Heads			Teachers		
	WM	DE	Rank	WM	DE	Rank
Relies heavily on encouragement to improve others to their best and continue reaching for their goals.	3.51	A	5.5	3.52	A	2.5
Inspires with a compelling vision of the future by demonstrating high levels of enthusiasm and energy.	3.52	A	3.5	3.52	A	2.5
Fosters a positive and empowering work environment by inspiring teachers to exceed expectations and reach for higher goals.	3.47	O	7	3.38	O	8
Shows intent in making teachers become the best versions of themselves.	3.54	A	1	3.47	O	6
Empowers people to develop the skills and techniques they need to reach their personal goals.	3.43	O	8	3.51	A	4
Encourages teachers to think creatively and actively in their work by providing individualized support.	3.52	A	3.5	3.49	O	5
Cultivates strong interpersonal relationships and trust among team members, fostering a sense of camaraderie and unity.	3.51	A	5.5	3.46	O	7
Actively seeks input and feedback from constituents, valuing their opinions and ideas in decision making processes.	3.53	A	2	3.58	A	1
Overall Weighted Mean						

Legend:

Rating Scale	Statistical Range	Descriptive Equivalent
4	3.50-4.00	Always
3	2.50-3.49	Often

2 1.50-2.49 Sometimes
 1 1.00-1.49 Never

It can be gleaned from the table that both the school heads and the teachers perceived the indicators as relying heavily on encouragement to improve others to their best and continue reaching for their goals and inspiring with a compelling vision of the future by demonstrating high levels of enthusiasm as always, with an average weighted mean of 3.51 and 3.52, while the indicator fosters a positive and empowering work environment by inspiring teachers to exceed expectations and reach for higher goals. Both school administrators and teachers perceived it as frequently, with an average weighted mean of 3.47. On the other hand, the indicator shows intent in making teachers become the best versions of themselves; the school heads perceived it as always with an average weighted mean of 4, while the teachers perceived it as often with an average weighted mean of 3. The indicator that empowers people to develop the skills and techniques they need to reach their personal goals was perceived by the school heads as often, with an average weighted mean of 3.43, while the teachers perceived it as always, with an average weighted mean of 3.51. It encourages teachers to think creatively and actively in their work by providing individualized support. was perceived by the school heads as always and often by the teachers, with an average weighted mean of 3.52 and 3.49. With an average weighted mean of 3.51 for school heads and 3.46 for teachers, accordingly, teachers felt it was always the case. The last strategy is to actively solicit input and feedback from stakeholders, valuing their thoughts and perspectives during the decision-making process. With an average weighted mean of 3.58, it was always perceived by teachers and school administrators to be 3.53.

Table 2. Leadership Styles of the Public and Private School Heads as Perceived by themselves and their teachers in terms of Instructional Leadership

Instructional Leadership Style Indicators	School Heads			Teachers		
	W M	D E	Rank	WM	D E	Rank
Establishes clear academic goals and expectations for students, teachers, and staff.	3.53	A	1	3.47	O	7.5
Communicates standards for faculty, staff, and student performance and behavior.	3.49	O	4.5	3.50	A	3
Evaluates the impact of instructional	3.48	O	6.5	3.52	A	2

initiatives and interventions on student learning outcomes.						
Ensures alignment between curriculum, instruction, and assessment.	3.42	O	8	3.47	O	7.5
Demonstrates exemplary teaching practices through classroom observations and modeling lessons.	3.48	O	6.5	3.48	O	6
Provides access to instructional materials, technology and resources that supports teaching and learning.	3.50	A	3	3.62	A	1
Establishes professional learning communities which focuses on improving instructional practices and student outcomes.	3.49	O	4.5	3.49	O	4.5
Conducts regular classroom observations and provides feedback to teachers on their instructional practices.	3.51	A	2	3.49	O	4.5
Overall Weighted Mean	3.49	O	2	3.50	O	4.5

Legend:
 Rating Scale Statistical Range Descriptive Equivalent
 4 3.50-4.00 Always
 3 2.50-3.49 Often
 2 1.50-2.49 Sometimes
 1 1.00-1.49 Never

Table 2 lists public and private school administrators' leadership beliefs as perceived by their instructors and themselves in the context of instructional leadership. Clear expectations for students' academic achievement are provided by the indications to staff, teachers, and students. The average weighted mean for school heads was 3.53, while teachers felt that was always the case at 3.47. It outlines the standards for conduct and output from teachers, staff, and students, and it was viewed as often (average weighted mean: 3.49) by school administrators and as always (average weighted mean: 3.50) by teachers. Assessing how instructional initiatives and interventions affect student learning results as reported by school leaders serves as the next indicator (Almonawer, et al., 2023). With an average weighted mean of 3.48 and 3.52, respectively, the teachers frequently thought of it as always. It guarantees that the curriculum, instruction, and

assessment are all in alignment and exhibit excellent teaching techniques, even if the school administrators and teachers felt that classroom observations and modeling lessons frequently had average weighted means of 3.42, 3.47, 3.48, and 3.48. Despite the fact that the indicator provides teachers and school heads access to resources, technology, and instructional materials to enhance teaching and learning, they felt that it consistently had an average weighted mean of 3.50 and 3.62. The creation of professional learning communities, which concentrate on enhancing teaching strategies and student results, is the next signal. It was frequently perceived by the teachers and school heads to have an average weighted mean of 3.49 and 3.49, respectively. regularly observes classrooms and gives teachers feedback on their methods of instruction. With an average weighted mean of 3.51 for school leaders and 3.49 for teachers, respectively, these are the perceptions that this is always the case.

Table 3. Leadership Styles of the Public and Private School Heads as Perceived by themselves and their teachers in terms of Transactional Leadership

Transactional Leadership Style Indicators	School Heads			Teachers		
	WM	D E	Rank	WM	D E	Rank
Contracts exchange of rewards for effort, promises rewards for good performance and recognizes accomplishment/s.	3.55	A	1	3.45	O	7.5
Watches and searches for deviations from rules, standards, or procedures, and takes corrective action and monitors performance closely.	3.50	A	6	3.48	O	4.5
Prioritizes tangible results and outcomes that can be measured in a short term.	3.53	A	2.5	3.45	O	7.5
Ensures that rewards and recognition are fair and consistent among team members	3.52	A	4	3.48	O	4.5
Make decisions based on predefined criteria, rules and procedures rather than engaging in visionary or innovative approaches.	3.53	A	2.5	3.54	A	1.5
Employs a management-by-exception approach.	3.51	A	5	3.54	A	1.5
Prioritize stability and predictability and may be reluctant to take risks or	3.48	O	7.5	3.49	O	3

deviate from established practices.						
Provides structure and guidance to subordinates by outlining procedures, protocols, and guidelines for task completion.	3.48	O	7.5	3.47	O	6
Overall Weighted Mean	3.51	A	7.5	3.49	O	6

Legend:

Rating Scale	Statistical Range	Descriptive Equivalent
4	3.50-4.00	Always
3	2.50-3.49	Often
2	1.50-2.49	Sometimes
1	1.00-1.49	Never

The Leadership Styles of Public and Private School Heads as Perceived by Themselves and Their Teachers in Terms of Transactional Leadership Contracts: These involve exchanging rewards for effort, promising rewards for good performance and recognizing accomplishments, keeping an eye out for deviations from rules, standards, or procedures, taking corrective action when necessary, closely monitoring performance, prioritizing tangible results and outcomes that can be measured in the short term, and ensuring that rewards and recognition are fair and consistent among team members. The average weighted mean of the school heads was always, while teachers felt it happened often. The indicators prioritize stability and predictability, and people may be reluctant to take risks or deviate from established practices. They also provide structure and guidance to subordinates by outlining procedures, protocols, and guidelines for task completion. The school heads and teachers perceived these behaviors as frequently occurring, with an average weighted mean of 3.48, 3.49, 3.48, and 3.47. Use a management-by-exception approach and make decisions based on predefined criteria, rules, and procedures rather than engaging in visionary or innovative approaches.

Table 4. Leadership Styles of the Public and Private School Heads as Perceived by themselves and their teachers along Strategic Leadership

Strategic Leadership Style Indicators	School Heads			Teachers		
	WM	D E	Rank	WM	D E	Rank
Exhibits a forward-thinking mindset and develops a clear and compelling vision that inspires and guides organizational direction.	3.58	A	2	3.44	O	8
Develops risk mitigation strategies to minimize	3.58	A	2	3.51	A	4

potential negative impacts on the organization.						
Engages in transparent and open communication to build trust and alignment.	3.53	A	6	3.51	A	4
Develops contingency plans to address various possibilities and ensures the organization remain resilient in the face of uncertainty.	3.47	O	8	3.53	A	1
Monitors progress toward strategic goals, objectives, tracking key performance indicators (KPIs) and milestones.	3.49	O	7	3.48	O	7
Engages in strategic planning processes to set a long-term goal, objectives, and priorities of the organization that align in the organization's mission, vision, and values.	3.56	A	4.5	3.52	A	2
Provides mentoring and coaching and creates opportunities for leadership growth and advancement to those identified high-potential employees.	3.56	A	4.5	3.50	A	6
Uses performance data to assess progress, identify areas for improvement and rate adjustments as needed.	3.58	A	2	3.51	A	4
Overall Weighted Mean	3.54	A	2	3.50	A	4

Legend:

Rating Scale	Statistical Range	Descriptive Equivalent
4	3.50-4.00	Always
3	2.50-3.49	Often
2	1.50-2.49	Sometimes
1	1.00-1.49	Never

With an average weighted mean of 3.58 and 3.4, accordingly, Table 4 demonstrates that the school heads perceived the indicator that demonstrates a forward-thinking attitude and generates a clear and compelling vision that inspires and directs organizational orientation as always and often by the instructors. creates backup plans to deal with different scenarios and makes sure the company is robust in the face of change. was rated frequently and always by the school leaders by the teachers, with weighted averages of 3.47 and 3.53, respectively, while tracking milestones, key performance indicators (KPIs), and the advancement of strategic goals and objectives. was viewed as frequently having an average weighted mean of 3.49 by teachers and 3.48 by school leaders, correspondingly.

Table 5. Leadership Styles of the Public and Private School Heads as Perceived by themselves and their teachers in terms of Constructivist Leadership

Constructivist Leadership Style Indicators	School Heads			Teachers		
	WM	D E	Rank	WM	D E	Rank
Encourages open discussions where team members are free to express their ideas and opinions.	3.45	O	6	3.41	O	6
Provides opportunities for individuals to take on leadership roles and initiatives.	3.53	A	2	3.47	O	5
Demonstrates empathy and compassion towards team members by understanding their perspectives, feelings, and needs.	3.48	O	4	3.56	A	2
Offers mentorship and guidance to support career development and advancement.	3.40	O	8	3.39	O	8
Empowers individuals to take ownership of decisions and initiatives to foster sense of ownership and commitment.	3.47	O	5	3.58	A	1
Facilitates reflection sessions where individuals can analyze their experiences and identify lessons learned.	3.52	A	3	3.48	O	3.5
Fosters a culture of continuous learning and improvement.	3.56	A	1	3.48	O	3.5
Provides resources and opportunities for professional development and skill-building.	3.43	O	7	3.44	O	7
Overall Weighted Mean	3.48	O	7	3.48	O	7

Legend:

Rating Scale	Statistical Range	Descriptive Equivalent
4	3.50-4.00	Always
3	2.50-3.49	Often
2	1.50-2.49	Sometimes
1	1.00-1.49	Never

With an average weighted mean of 3.48, 3.56, 3.47, and 3.58, respectively, Table 5 reveals the indicators that show empathy and compassion toward team members by comprehending their perspectives, feelings, and needs and empowering individuals to take ownership of decisions and initiatives to foster a

sense of ownership and commitment, as perceived by school heads as frequently as possible and teachers as always. The accompanying table lists the public and private school heads' assessed performance levels in terms of goal-setting, curriculum management, teacher assessment, community relations, and resource allocation for instruction as reported by the heads themselves and by their teachers.

Table 6. Summary on the Level of Performance of School Heads as Perceived by them and their teachers

		School Heads			Teachers		
SUMMARY		Over all Weighted Mean	DE	Ra nk	Overa ll Weighted Mean	DE	Ra nk
1.	Goal Setting	4.51	O	2	4.01	VS	2
2.	Resources Allocation	4.47	VS	4.5	4.02	VS	1
3.	Curriculum Management	4.49	VS	3	4.00	VS	3
4.	Evaluation of Teachers	4.55	O	1	3.99	VS	4
5.	Building Connections	4.47	VS	4.5	3.98	VS	5
Grand Weighted Mean		4.50	O		4.00	VS	

Legend:

Mean Score Range	Descriptive Equivalent		DE
4.50 – 5.00	Outstanding	-	O
3.50 – 4.49	Very Satisfactory	-	VS
2.50 – 3.49	Satisfactory	-	S
1.50 – 2.49	Unsatisfactory	-	US
1.00 – 1.49	Poor	-	P

A summary of the school heads' performance as judged by both themselves and their instructors is shown on the table. With an overall weighted mean of 4.50, the grand weighted mean under school heads was deemed exceptional, although the teachers' overall weighted mean of 4.00 indicated that they found the school heads to be just very satisfactory. With total weighted values of 4.51 and 4.55, respectively, the school heads' performance in goal-setting and teacher evaluation is especially noteworthy.

CONCLUSION

The five types of leadership exhibited by school heads in both public and private institutions are instructional,

transformational, transactional, strategic, and constructivist. The heads of both public and private schools are equipped with the five (5) leadership philosophies required to carry out their duties in a variety of circumstances. Few school heads have published research; most are newly appointed, have limited relevant in-service training, are educated, and most are from public schools. On the other hand, the performance of public and private school administrators in terms of curriculum management, goal-setting, teacher evaluation, and community interactions is extremely satisfying. The heads of both public and private schools are equipped with the five (5) leadership philosophies required to carry out their duties in a variety of circumstances.

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