



# FACILITATING LEADERSHIP STYLES UTILIZED BY PRINCIPALS IN ENHANCING THE LIVED JOB EXPERIENCES OF TEACHERS

PRINCESS ANNE G. GRAJO, DANILO E. DESPI

## ABSTRACT

This qualitative study examined the different facilitating leadership styles utilized by principals in enhancing teachers' job experiences in terms of input, process, output, and outcomes. It found that most of the participants answered that their principal is a democratic leader, followed by Transformational Leadership, Strategic Leaders, and Highly visible Leaders. In terms of classroom management, the results showed that the principal is always positive and respects every teacher's classroom management style, provides continuous Professional Development, communicates goals, shares expectations, and suggests how to make the school a family-type atmosphere. Additionally, seventy percent of the participants strongly believe that their principal ensures that student progress is monitored through the continual aggregation and disaggregation of student performance data that are directly related to the school's mission and goals. The most important details in this text are the different leadership styles of principals that affect teachers' performance, classroom management, assessment of learning, coping mechanisms of teachers, and gaps and issues of teachers and principals regarding leadership styles in enhancing job experiences. These leadership styles include delegating power to teachers with expertise, encouraging creativity, bringing personal talent to school activities, providing professional development, bestowing praise or effective teaching, cutting budgets in certain departments, and showing their utmost authority in all matters of education. Additionally, teachers take a short period to relax, talk to peers about the events, and read.

**KEYWORDS:** *FACILITATING LEADERSHIP, JOB EXPERIENCES OF TEACHERS*

## INTRODUCTION

Leadership styles of principals affect the ability of the school to cope with changes occurring around it and on its level of effectiveness, teacher satisfaction both directly and indirectly through their

perceptions of their role, the nature of thought and types of coping, and teachers' feelings regarding the extent of autonomy they feel in their work.

Workplace factors such as teachers' job satisfaction, sense of professionalism and

influence, collegial trust, and opportunities to collaborate influence how leadership is Education systems in many developing countries are being decentralized. Authority for making decisions for school improvement is devolving to the school level which puts unprecedented pressure on school principals to be accountable for the quality of education provided by their school.

The educational value of decentralization lies in the devolution of authority and responsibility for schools from the central-level administration to the schools themselves. Shifting decision-making to those closest to the school and community leads to decisions that are more responsive to local conditions and needs. If principals are not prepared for this new level of authority and increased responsibility, then any educational value decentralization may hold is lost.

The level of responsibility principals must assume is further compounded by the pressures for improved education quality that already exists in most developing countries. This increases attention to improving the quality of education.

The change was expressed in the passage from external supervision of schoolwork to the empowerment of the school's staff, with a change in the definition of the principal's and teacher's roles, and more responsibility is taken by the school's staff for its functions and results. As a result, a question arises concerning the ability of school principals to lead schools in the complex modern reality specifically their effect on teachers' job experiences.

A consequence of this increased attention to quality is that administrators at all levels of the education sector, particularly school principals, need a better understanding of the teaching and learning processes and the actions that are likely to improve the quality of education. There is a great need to improve education management at the school level.

Republic Act 9155, also known as the Basic Education Act of 2001 states, that the roles and functions of school principals as instructional leaders and administrative managers. It is his/her authority, responsibility, and accountability to set the mission, vision, and objectives of the school; to create an environment with the school that is conducive to teaching and learning; to implement the school curriculum and be accountable for higher learning outcomes; to develop the school education program and school improvement plan; to offer educational programs.

#### ABSTRACT

This study aimed to discuss the facilitating leadership styles utilized by principals in enhancing teachers' job experiences in 20 selected schools in the Division of Sorsogon.

Specifically, the study attempts to answer the following questions:

1. What are the different facilitating leadership styles utilized by principals in enhancing teachers' job experiences?
2. What are the different lived experiences of teachers as regard to the facilitating leadership styles of principals particularly on;
  - 2.1. Instruction
  - 2.2. Classroom Management

2.3. Assessment of Learning outcomes

3. How do facilitating leadership styles of principals affect teachers' performance on:

3.1. Instruction

3.2. Classroom Management

3.3. Assessment of Learning

4. What are the coping mechanisms of teachers when facilitating leadership styles are employed?

5. What are the gaps and issues of teachers and principals regarding facilitating leadership styles in enhancing the job experiences of teachers?

6. What monitoring tools can be proposed in evaluating the leadership styles of principals in enhancing the job experiences of teachers?

The study focused on the different facilitating leadership styles utilized by principals in enhancing teachers' job experiences in terms of input, process, output, and outcomes. Additionally, the different experiences of teachers concerning the facilitating leadership styles of principals particularly on instruction, classroom management, and assessment of learning were also assessed as ways on how facilitating leadership styles of principals affect teachers' performance on instruction, classroom management, and assessment of learning. Finally, the coping mechanisms of teachers with the utilized leadership styles of principals and their gaps and issues.

## Findings

This study focuses on the different facilitating leadership styles utilized by principals in enhancing teachers' job experiences in terms of input, process, output, and outcomes.

The following are the findings of the present endeavor:

1. In terms of leadership styles utilized by the principals, the majority or fifty-six percent of the participants answered that their leader/kind of leadership is a democratic leader. This was followed by Transformational Leadership as it was affirmed by twenty-two percent of the participants; finally, fourteen percent of the participants state that they have / they were Strategic leaders.

2. In terms of the experiences of teachers as regards the leadership of the principal along with instruction, seventy-eight percent of the participants stand that their principal always ensures the quality of instruction in their school. This was followed by the statement of seventy-five percent of participants that their principals foster the idea of working together as a valuable enterprise because they understand that this kind of collaborative learning community ultimately will build trust, collective responsibility, and a schoolwide focus on improved student learning; and finally, seventy-four percent of the participants affirmed that principal is highly visible through contact and interaction with teachers, students, and parents, thus promoting the concept of a learning community.

In terms of classroom management, the result shows that the principal is always positive and respects every teacher's classroom management style affirmed by seventy-one percent of the participants. This was followed

immediately by providing continuous Professional Development in the areas needed to better meet the needs of the students and giving praises for the great job of performances of teachers in terms of classroom management such as EBEIS, LIS, etc., tied with sixty-eight percent of respondent's affirmation. Communicates goals, to students and teachers. Shared with teachers his / her expectations as well as what they can expect soon and, the principal helps and suggests how to make the school a family-type atmosphere also tied as both were answered by sixty-five percent of the participants.

In terms of assessment of learning outcomes, seventy percent of the participants strongly believe that their principal ensures that student progress is monitored through the continual aggregation and disaggregation of student performance data that are directly related to the school's mission and goals. This was followed by stating that their principal provides opportunities for the teacher to link the theory that underlies the knowledge and skills they are learning. Finally, support changes in elementary school through such roles as advocate, facilitator of curriculum selection or development, provider of funds and other resources, broker of professional development and other support, monitor of progress, and troubleshooter, connected to a comprehensive change process focused on improved student learning and incorporates evaluation of multiple sources of data detailing student learning and teacher instructional practices.

3. In terms of how the leadership styles of principals affect teachers' performance along with instruction, sixty-six participants strongly affirmed that the school principal would delegate power to teachers with

expertise to oversee activities when the school principal organizes activities. This was followed by the affirmation that the school principal encourages teachers to use creativity and does not easily direct school activity with his/her own opinions and the principal encourages teachers to bring personal talent to school activities. Lastly, the school principal endeavors to build this school's instructional leadership community and team.

In terms of classroom management, seventy-two participants strongly believe that teachers need various techniques to maintain the focus of the classroom. This was followed by classroom management is the ability to establish and maintain order, and teachers trained in classroom management were found to use more effective strategies.

As far as the assessment of learning is concerned, supporting collaboration is the main style of the principal that directly affects its teachers. This was followed by providing professional development as confirmed by 69 participants. Finally, Bestowing Praise or Effective Teaching was answered by 65 participants that directly affect the performance of teachers through the principal's leadership styles.

4. In terms of coping mechanisms of teachers on leadership styles employed by the principal, sixty-five percent of the total participants conferred that they take a short period to relax. This was followed by talking to peers about the events, gaining fifty-seven percent of the participants. This was immediately followed by reading as affirmed by forty-three percent of the participants.

5. In terms of the different gaps and issues between teachers and principals regarding leadership styles in enhancing the

job experiences of teachers, the participants answered that trying to implement new policies by the new principal produces gaps, as affirmed by forty-nine participants. This was followed by cutting of budgets in certain departments but not in others, and principal showing their utmost authority in all matters of education as affirmed by thirty percent of participants.

### Conclusions

Based on the findings, the following conclusions were drawn from the present endeavor:

1. The majority of the school heads and principals in the division of Sorsogon are democratic leaders.
2. The majority of principals ensure the quality of education in their respective schools in terms of instruction. The principal is always positive and respects every teacher as far as classroom management is concerned. Also, principals at the division of Sorsogon ensure that student progress is monitored through the continual aggregation and disaggregation of student performance data that are directly related to the school's mission and goals.
3. The majority of school principals practiced delegating power to teachers with expertise to oversee activities when the school principal organized activities.
4. The majority of teachers coped with their principal's leadership strategies mostly by taking a break and a long breath to think and exhaust their sentiments.

5. The gap between teachers and school heads is due to new policy implementation, pride on the side of school heads, and transparency issues.

### Recommendations

The following recommendations were necessary for the present study:

1. Leadership training for principals and school heads be conducted.
2. Monitoring tools for teachers, teaching strategy builders, and classroom management guides be crafted/created.
3. Delegation of tasks to the teachers be properly documented and compensated.
4. Caravan on teachers' leadership management styles be launched.
5. Principals be trained in handling professional / work-related problems/scenarios to address the problems properly.
6. Monitoring tools in evaluating the leadership styles of principals in enhancing the job experiences of teachers be created.
7. Future research be conducted and be focused on the following topics, and or titles:
  - a. School and Personnel Management: Serving different masters at the same time.
  - b. School and Personnel Management: A Job or a Profession?
  - c. The Salient Features of School Management as perceived by School Administrators.