

Bahala et al., 2018

Volume 4 Issue 2, pp.1590 - 1610

Date of Publication: 29th October, 2018

DOI- <https://dx.doi.org/10.20319/pijss.2018.42.15901610>

This paper can be cited as: Bahala, E. B., Onrubia, R. P., Bernal, L., Madrigal, P. M. & Adan, J. E. (2018). A Comparative Study on Private and Public High Schools' Principal Leadership and Its Impact to the Students Achievement in Mathematics, Science and English Subjects. PEOPLE: International Journal of Social Sciences, 4(2).1590-1610.

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A COMPARATIVE STUDY ON PRIVATE AND PUBLIC HIGH SCHOOLS' PRINCIPAL LEADERSHIP AND ITS IMPACT TO THE STUDENTS ACHIEVEMENT IN MATHEMATICS, SCIENCE AND ENGLISH SUBJECTS

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Abstract

The study aims to understand the relationship between the principal's leadership style of both public and private high school institutions and student's performance in Math, Science and English. Support was found in a Theoretical model: Principal leadership effects on student's learning growth in Mathematics (Dumay, Boonen, and Dame, 2013) which reinforces the relationship between principal leadership and student achievement.

For this study, the researchers aim to focus on three hypotheses: identification of the difference between the teacher's perception of the principal leadership style between private and public high school; the effects of such leadership styles and variables to the student achievement in each of the three general subjects (Mathematics, English, and Science); the effects of the dominant characteristics to the student achievements in general. Fifty-three teachers, both from private and public institutions, were administered the Multifactor Leadership Questionnaire 5X-Short form (MLQ 5X-Short). This measured all nine leadership characteristics and identified which type of leadership was dominantly displayed by their principal, for each school type. The study also examined the self-assessment of the principals for each school type and compared it to the perceptions of the teachers towards their leadership styles.

Most findings were consistent with existing literature. In addition, this study also identified several areas of further study.

Keywords

Educational Leadership, Principalship, Public High School, Private High School, Leadership Style, Multifactor Leadership Questionnaire, Student, Student Outcome, Student Achievement, Leadership, School

1. Introduction

As accountability efforts in education have increased, there has been an increased interest in the significance of effective educational leadership. Policymakers have looked toward educational leadership as a means to positively impact student achievement and to close the achievement gap. (Shortridge, 2005). Moffit (2007) discussed how effective leadership behaviors are essential in contributing to student achievement and the overall culture of a school. Principals must mold the culture of the school in order to create an environment which is conducive to learning. A literature review by Leithwood et al. (2004) concluded that the most influential educational leaders, in terms of student learning, remains to be the principal. Their leadership is strongly linked to student achievement.

Educational leadership also involves the principal's professional relationship with teachers and other stakeholders on systemic plans to improve educational planning and outcomes. Ineffective leadership in education portrays a dreadful relationship between an academic institution and its faculty and staff. It results in inadequate performance, deflation of employee's morale and a high turnover rate of teachers. Disgruntled teachers and employees show manifestations of not caring regarding their job performance thus resulting in the debilitation of work consummation.

The demands on educational leaders are evolving. Effective and efficient educational leadership is a solid foundation to any academic institution. To prepare an individual to face these challenges and create transformative changes in education, one must understand the role of educational leadership, its responsibilities and how it affects the morale and motivation of the school's faculty and staff and in extension, the students and their achievements.

The researchers attempted to determine the educational leadership style of principals in private and public institutions in the Philippines and how it impacts the academic achievement of students using quantitative data. The researchers conducted the study in two public schools in the Central Luzon and two private schools in the National Capital Region. A standardized questionnaire "Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1995) was distributed to the teachers and the principals to help identify the school leader's leadership style. The high school's first or second quarter grades in Math, Science and English were also collected to help understand how the principal's leadership style affect student performance. A series of quantitative assessments were then used to understand the relationship between the principal's

leadership style and student achievement. Results between public and private schools were also compared to see if there was any differences or similarities between their leadership style and impact in student achievement.

The researchers aim to measure the principal leadership style of both public and private schools in Central Luzon and National Capital Region and its impact to the student achievement. Specifically, this paper sought to answer the following:

1. Is there a difference between the leadership style of private and public high school principals?
2. How does the principal's leadership style affect student achievement in each of the three general subjects (Mathematics, English, and Science)?
3. Is there a relationship between principal leadership characteristics and leadership outcome?
4. How does the principal's leadership style affect the student achievements in general

In this section, the literature related to this study will establish a framework for the presented study.

1.1 Models and Constructs of Leadership

While there is no shortage of concepts comprising the many leadership theories, there is little consensus on what constitutes effective leadership (Gordon and Yuki, 2004 in Latham, 2014). For this study, we have chosen to focus on the models and constructs of leadership identified by the MLQ questionnaire.

1.1.1 Transformational Leadership

Transformational leadership occurs when leaders widens and and upskills the inquisitiveness of their employees, introducing awareness and acceptance of group purpose and mission, and finally when they encourage their employees to look past individual interests favoring the bigger group (Bass, 1990 in Washington, Sutton and Sauser, 2014). They help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization. (Bass and Riggio, 2006).

Transformational leaders aim to develop their team to elevate in their performance and move beyond their current statues. They find that to be an effective leader, they must invest in their team to improve and succeed, both as an organization and individually.

1.1.2 Transactional Leadership

Transactional leadership is described as an exchange process which leader recognize followers' needs and then define appropriate processes to meet both the needs of the followers and leaders' expectations (Bass, 1985 in Washington, Sutton and Sauser, 2014). It relies on hierarchical authority, task completion and rewards and punishments (Tracey and Hinkin, 1998).

It has two types: contingent reward leadership and active management-by exception (Bass and Avolio, 1990 in Washington, Sutton and Sauser, 2014). Contingent reward behavior involves clarification of expectations and tasks required to obtain rewards, as well as the use of negotiated incentives (Washington, Sutton and Sauser, 2014). On the other hand, active management-by-exception involves leaders actively monitoring follower performance to anticipate deviations from standards prior to their becoming problems (Hater and Bass, 1988 in Washington, Sutton and Sauser, 2014).

Transactional Leadership deals more on the motivation of the employee; may it be intrinsic or extrinsic. There is an exchange of something that the other might deem necessary for them to be encouraged to work effectively. Leaders expect that through a proper bargain, a consensus can be achieved and therefore will ensure that employees will perform based on their expectations. Otherwise, the proper action will be executed to ensure that proper decorum is practiced.

1.1.3 Passive/Avoidant Behavior

The last form of leadership is more passive and "reactive": it does not respond to situations and problems systematically (Avolio and Bass, 1995). It occurs when leaders abdicate leadership altogether, making no decisions at all (Bass, 1990 in Brown, 2016). They avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers.

There are two styles of leadership discussed: passive management by exception and laissez faire. (Avolio and Bass, 1995). Passive management by exception wait until followers' behaviors have created problems before they take corrective action against obvious deviations from performance standards (Washington, Sutton and Sauser, 2014). It fails to interfere until problems become serious. They wait for things to go wrong before acting and demonstrate that problems must become chronic before acting. (Avolio and Bass, 1995). They may even use punishment as a response to unacceptable performance (MSG, n.d). Laissez faire leadership on the other hand has a lack of guidance to followers and disregard of supervisory duties (Bradford

and Lippit, 1945 in Washington, Sutton and Sauser, 2014). They avoid getting involved when important issues arise. They are absent when needed, avoids making decisions and delays responding to urgent questions (Avolio and Bass, 1995). This type of leader believes that followers know their role and job better than they do, and thus, should be left alone. As such, followers of a laissez faire leader assume a greater role in the organizational structure. The passive nature of the leadership causes followers to lose motivation and become increasingly unproductive, thereby creating a large degree of apathy from followers. (Vann, Coleman and Simpson, 2014).

1.2 Supervisory Leadership

In Sergiovanni and Starrat's book "Supervision: A redefinition" (2002), the authors provided two Supervisory concepts: Supervision I and II. Sergiovanni and Starrat described Supervision I as a kind of supervision that has been in place in schools for most of this century. Supervision II by contrast, represents an emerging pattern that can change not only the way supervision is understood and practiced but also our understanding of: how to effect change, what really counts when it comes to motivating teachers, what leadership is, how to be helpful to teachers in the classroom, the meaning of staff development, and how the help teacher evaluation become more useful. With these two seemingly opposing concepts, one can easily generate the idea that Supervisor I and II are opposing concepts, not complimentary. Sergiovanni and Starrat (2002) described Supervision I as inspectoral and efficiency oriented, while Supervision II has a more collegial approach on inquiry based projects. The book also described sources of authority that the supervisor relies on and the specifics at hand:

- Bureaucratic: In the form of mandates, rules, regulations, job descriptions, and expectations
- Personal: In the form of leadership style, motivational know-how, and human relation skills
- Technical-rational: in the form of evidence derived from logic and "scientific research" in education
- Professional- in the form of experience, knowledge of the craft of teaching, and personal expertise, and
- Moral: in the form of obligations and duties derived from widely shared values, ideals and ideas.

Furthermore, the authors have claimed that in some situations, some sources can be more dominant than others. Comparing these sources to the Supervision I and II concepts, it would be obvious that some sources gravitate in one of the two supervision concepts. As an example, Supervision I's sources of authority could potentially be Bureaucratic, Technical-rational, while Supervision II would be more on Personal, Professional and Moral

1.3 An Overview of Teacher Leadership in Private and Public Schools

Teacher leadership are a series of actions done by teachers who respond positively to optimize learning as well as teaching. These teachers carry a highlighted sense of moral purpose and required pedagogic and leadership skills. (Oracion, 2014). Motivation is aligned to leadership, it provides guidance, encouragement and direction. (Zalwango, 2014)

1.3.1 Comparison of Private and Public Schools

Private schools are the educational institutions owned and operated entirely by private and not governmental authority; fees are charged to students attending them. Free-private schools, mainly parochial schools, are those that operate as private schools, yet the tuition fee is subsidized by the government, with those schools covering the primary classes only. Public schools, on the other hand, are under government authority (Ministry of Education) and free (maintained by indirect taxes). that operate as private schools, yet the tuition fee is subsidized by the government, with those schools covering the primary classes only. Public schools, on the other hand, are under government authority (Ministry of Education) and free (maintained by indirect taxes). (Najjar, 2008)

Public and private schools differ in their administrations and teaching conditions, as well as learning. Public schools are financially dependent to the government from a finance and administration perspective, private schools depend on tuition fees and donations, and very seldom that they get state support. (Jaap and Dronkers, 2003) Teachers would be motivated if rewarded for their effort at work. This would enhance loyalty as well as better performance. (Zalwango, 2006) Private schools are more effective than comparable public schools with the same students, parents and social composition. The main explanation of this higher effectiveness is the better school climate in the former in contrast to the latter. (Jaap and Dronkers, 2003)

1.4 Effects of Principal Leadership to Student Performance

In several studies conducted globally, it has been proven that there is a significant relationship between leading, learning, and teaching. Research has shown that principal's practices can suggestively affect teaching and learning in different aspects. The impact is through

shaping structures in the institution and influencing people (Leithwood *et al.*, 2004). Principal's exercise this practice by setting absolute plan for the institution focusing on the developmental aspect by retaining effective teachers. Such educational leaders also focus on creating conditions that support effective teaching and learning environment.

According to Printy and Marks (2003), the process on how school leaders engage their teachers in school initiatives and concerns is relevant in shared leadership set-up. On the same way, the principal religiously monitors the learner's achievement to ensure that the curriculum is properly implemented, and the set learning outcomes have been attained. However, in the same study, the author reiterated that the level of student achievements and the quality of instructions cannot solely influenced by the principal style of leadership. The principals acknowledge the instructional expertise of their teachers, yet they help developed teacher's performance closely through student progress indicators.

In a study conducted in the field of principalship, it seems that the principal leadership effects are better understood to be a secondary effect than direct effects (Hallinger & Heck, 1998; Witziers *et al.*, 2003; Dumay, Boonen, and Dame, 2013). In one of a meta-analysis research made, it was found that the direct effects of principal leadership across studies at the elementary level was just about, and no detectable direct effects at the secondary level (Witziers *et al.*, 2003; Dumay, Boonen, and Dame, 2013). In line with a conception of principal leadership as a mediated process (Bryk & Schneider, 2002; Dumay, Boonen, and Dame, 2013), illustrated below is one of the adopted conceptual frameworks:

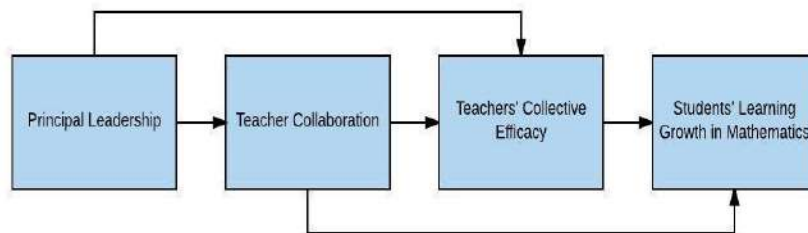


Figure 1: *Theoretical model: Principal leadership effects on student's learning growth in Mathematics (Dumay, Boonen, and Dame, 2013)*

The framework emphasize that the principal leadership is connected to the level of teacher collaboration. It also highlights the influence of principal leadership to the teacher's relationship.

Also, it is theorized that principalship and teacher collaboration may help in creating favorable conditions for student learning by motivating teachers and strengthening what they have about their abilities to bring about student learning. This can also be supported by Bandura's (1986) self-efficacy theory states that based on the assumption, humans make purposeful choices, based on beliefs about the likely outcomes of the interactions of their behaviors with the environment. Using this framework, it is clearly illustrated that the principal's function in the development of teacher collaboration is by giving empathy and support, keeping communication open, and providing opportunities for critical thinking (Dumay, Boonen, and Dame, 2013).

Some studies examining the indirect impact of principal leadership on student achievement (Leithwood, Patten, & Jantzi, 2010; Supovitz et al., 2010; Dumay, Boonen, and Dame, 2013) stated that the scopes of principal leadership other than being charismatic, consideration for individuals, and intellectual stimulation (characteristics of transformational leaders) might be important in explaining its effect on teacher collaboration and student achievement. Marks and Printy (2003) in his research studied the potential of active association of the principal and the teachers around instructional matters to develop effective teaching and high student performance. As a result, it prevails that the shared instructional leadership with integration of leadership behaviors promoting teacher collaboration have a substantial influence on school performance, as measured by quality of the pedagogy and student achievement.

In a study conducted, assessing if there is a significant relationship between student's performance specifically in Mathematics and in principal leadership, it appears that the variable (principal leadership) has minimal indirect effect in relation to student's achievements. On the other hand, the leadership style of the principal highly affects the teacher collaboration that directly transpire to students learning and performance in Mathematics. This study can be supported by the phenomenal Bandura Social Learning Theory who says that people learn from one another through observation, imitation, and modeling. They learn best by observing other behaviors, attitudes, and outcomes of those behaviors (Bandura, 1986).

Results of a longitudinal study conducted by May, Huff, and Goldring (2012) regarding principal activities and student performance suggested that even principal's activities are constantly changing over the period, and specific leadership styles and dynamics are more prevalent in some school contexts, (e.g., increasing time on instructional leadership), it do not predict changes in student performance in a consistent manner across schools.

While in an empirical paper about “The Interdependence of Principal School Leadership and Student Achievement” by Soehner and Ryan (2011), illuminated that principal school leadership is a variable that impacted students ‘performance. They also stated that principal as school leader and manager was explored because these roles were thought to impact student achievement both directly and indirectly. Various behaviors of principal toward leadership and principal effectiveness were considered as variables theoretically affecting performance of both learners and teachers. The study tried to prove that leadership was an important factor that could improve teacher efficacy and at the same time weaken this capacity when school leadership was ineffective which both affects student achievement.

2. Methodology

The researchers used quantitative descriptive design that helped them to gather all the needed information. Descriptive research is used to describe characteristics of a population or phenomenon being studied. The characteristics used to describe the situation or population is usually some kind of categorical scheme known as descriptive categories. The researchers gathered information in two public high schools in Central Luzon and two private high schools in National Capital Region. The participants of the study are the principals and fifty-four teachers both from public (2 principals and 28 teachers) and private (2 principals and 25 teachers) high schools. The participating public schools are both located at a developed city in Central Luzon while the two private institutions are from the National Capital Region. The teachers involved are those handling the general subjects Mathematics, Science, and English in different High School level.

The study surveyed the respondents using a Multifactor Leadership Questionnaire (MLQ). The MLQ represents capture a broader range of leadership behaviors, from Laissez-Faire to Idealized leadership (transformational leadership), while also differentiating ineffective from effective leaders. The MLQ focuses on individual behaviors, observed by associates at any organizational level that transform individuals and organizations. The questionnaire also assesses leadership behaviors that motivate associates to achieve agreed upon and expected levels of performance. From the gathered data, empirical data was generated through descriptive and inferential statistics.

3. Data Analysis

3.1 Public and Private High School Principal Leadership Style

In a variety of organizations, the transformational leadership factor scales, based on collaborators' ratings of leaders, correlated positively with specific objectives and subjective criteria of effectiveness and associate satisfaction with his or her leader. The transactional contingent reward scale was lower in these relationships, but it was still positive and significant. Strong negative associations with effectiveness and satisfaction were repeatedly obtained when leaders were rated as frequently using a laissez-faire style of leadership or passive management-by-Exception.

Table 1: MLQ interpretation of data regarding principal leadership style

Characteristic	Scale Name	Abb	Public		Private	
			Score	%	Score	%
Transformational	Idealized Attributes	IA or II(A)	2.73	50	2.81	55
Transformational	Idealized Behaviors or Idealized Influence (Behaviors)	IB or II(B)	2.87	55	2.51	30
Transformational	Inspirational Motivation	IM	2.83	50	2.84	50
Transformational	Intellectual Stimulation	IS	2.57	40	2.38	30
Transformational	Individual Consideration	IC	2.44	30	2.45	30
Transactional	Contingent Reward	CR	2.58	30	2.23	20
Transactional	Mgmt by Exception (Active)	MBEA	2.55	80	2.21	70
Passive Avoidant	Mgmt by Exception (Passive)	MBEP	1.57	80	2.31	93
Passive Avoidant	Laissez-Faire	LF	1.47	90	2.23	95
Outcome						
Outcomes of Leadership	Extra Effort	EE	2.55	45	2.86	55
Outcomes of Leadership	Effectiveness	EFF	2.71	25	2.84	35
Outcomes of Leadership	Satisfaction	SAT	2.65	25	2.79	25

Using MLQ, the full range of nine variables had been examined. *Idealized attributes* are a transformational style to where a leader shows a sense of power and confidence and is able to encourage others that they can overcome obstacles. In this variable, leaders both sectors possess such characteristic.

Idealized influence is a variable that pertains to highly transformational principals who look into the development leadership skills of the subordinates and are open to shared leadership with his or her teachers. On the graph presented below, it shows that the public-school principals scored higher than the private school principals. Having a low score in this variable means that

principals consider teachers as professionals and provide development support only when asked (Bass, 1990 in Washington, Sutton and Sauser, 2014).

On the other hand, both sectors also possess a good level of *inspirational motivation* variable. These are the leaders who talk about what needs to be accomplished and show confidence that those goals will be achieved. A principal who has inspirational motivation also creates an exciting image of what is essential to consider. This type of motivational behavior encourages teamwork, creating enthusiasm—especially towards difficult situation.

Burns and Bass have identified a model that focuses on three key types of leadership: Transformational Leadership, Transactional Leadership, and Passive Avoidant Leadership (Burns, 1987; Bass, 1985).

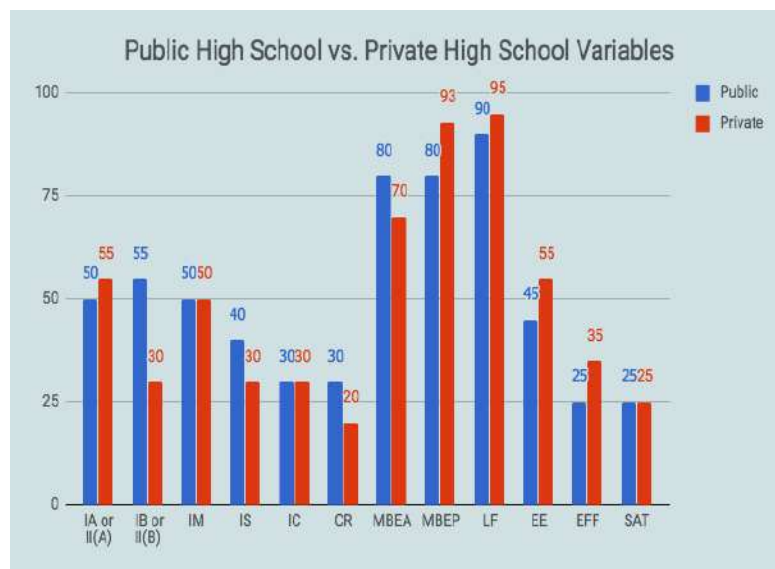


Figure 2: Public High School vs. Private High School Leadership Variables

Principals from both sectors manifest low category in *intellectual stimulation* relates to vision and support. This might mean that in the following institutions problem solving is not a priority and is often neglected. In effect, creativity and innovations may not be developed, both among the leaders and the teachers. And this may indirectly affect the learning process brought by low performance of the teachers.

Individualized consideration is the final factor of transformational leadership. The data reveals this level is low in both sectors. Advantage of possessing such is that the leaders who individually consider their subordinates spend time coaching and teaching them, and in doing so,

promote self-development. As a leader it is important to identify the differing needs, abilities, and interest of the teachers (Bass, 1990 in Washington, Sutton and Sauser, 2014).

It appears that the principal rated moderately low on the transformational criteria were styled succinctly. Their impact on teachers and schools were minimal and preferred limiting the development of leadership capacity to the administrative team. The principals did not model professional growth. They looked not to monitor teacher actions and had a lax attitude toward intellectual stimulation. However, their intellectual attribute is moderately high, the manual suggest that these leaders admired, respected, and trusted. Followers identify with and want to emulate their leaders. Among the things the leader does to earn credit with followers is to consider followers' needs over his or her own needs. The leader shares risks with followers and is consistent in conduct with underlying ethics, principles, and values (Bass, 1990 in Washington, Sutton and Sauser, 2014).

3.2 Relationship between the Characteristic of Leadership and Leadership Outcomes

A Pearson product-moment correlation coefficient was computed to assess the relationship between the characteristics of each leadership style and leadership outcomes.

Table 2: *Correlation between Characteristics of Leaderships and Leadership Outcomes (Public)*

	<i>IA or II(A)</i>	<i>IB or II(B)</i>	<i>IM</i>	<i>IS</i>	<i>IC</i>	<i>CR</i>	<i>MBEA</i>	<i>MBEP</i>	<i>LF</i>
EE	0.37	0.43	0.47	0.50	0.58	0.51	0.27	-0.15	-0.32
EFF	0.53	0.59	0.68	0.64	0.62	0.68	0.21	-0.30	-0.47
SAT	0.51	0.55	0.53	0.44	0.66	0.60	0.21	-0.59	-0.41

Based on the study, among public school teachers who answered the survey, there were a relationship between leadership characteristic [EBB1] and leadership outcome. Based on the data, Laissez-faire is the identified leadership characteristic in the public high schools. In relation to this it shows that there was a moderate significant relationship between LF and teacher's effectiveness as well as satisfaction as $r=-0.47$, $p=0.000821 < 0.05$. Table 3 also confirmed that in public high school, contingent reward has a very strong relationship with all the leadership outcomes.

Table 3: Correlation between Characteristics of Leaderships and Leadership Outcomes(Private)

	<i>IA or II(A)</i>	<i>IB or II(B)</i>	<i>IM</i>	<i>IS</i>	<i>IC</i>	<i>CR</i>	<i>MBEA</i>	<i>MBEP</i>	<i>LF</i>
EE	0.20	0.25	0.32	0.12	0.29	0.14	0.08	0.21	0.08
EFF	0.23	0.10	0.18	0.11	0.12	-0.01	0.20	0.26	0.18
SAT	0.16	0.09	0.33	0.14	0.14	0.09	0.17	0.37	0.20

While Table 1 showed that leadership between two types are both transactional and passive/avoidant style, correlation analysis revealed however that there are disparities between particular characteristics of leadership and leadership outcomes between public and private schools, based on teacher's ratings. A Pearson correlation coefficient test reveals that in the private high schools the strongest relationship is between the teacher's satisfaction and management by exception (passive) at $r=0.37$, $p=0.012 < 0.05$.

It was also evident that intellectual motivation was significantly related to the teacher's satisfaction and extra effort ($r=0.32$ and $r=0.33$).

3.3 Student Achievement

The data reveals that there was a significant difference in the grades of students in Mathematics from Public High School ($M=81\%$, $SD=0$) and from Private School ($M=88\%$, $SD=0$) conditions; t -value= -13.14 , p -value = $.00001$. On the same way, statistics shows that there was a significant difference in the grades of students in English from Public High School ($M=81\%$, $SD=0$) and from Private School ($M=89\%$, $SD=0$) conditions; t -value= -12.73 , p -value = $.00001$. However, in Science the difference between these two types became insignificant with results of Public High School ($M=87\%$, $SD=0$) and Private School ($M=88\%$, $SD=0$) conditions; t -value= -1.64 , p -value = $.051$.

Overall, it emphasized that there was a significant difference in the grades of students using the average score based on these three-general subjects from Public High School ($M=81\%$, $SD=0$) and Private School ($M=88\%$, $SD=0$) conditions; t -value= -12.64 , p -value = $.00001$.

The results suggest that the leadership style of the principals may indirectly affect the academic achievements of the students. Table 1 shows that the dominant characteristics of principals was laissez-faire leadership followed by management by exception (passive) and management by exception (active).

3.4 Self-Assessment of the Principals

Another data point that the researchers looked at is the self-assessment of the school Principals in both the public and private schools. The Multi-factor Leadership Self- Assessment was aimed at describing the principal’s leadership style based on his/her perception. Similar to the teacher assessment, the principals are given 45 statements and are asked to rate themselves using the 4-point rating scale.

Table 4 illustrates the result of the Multi-factor leadership self-assessment for the four Principals surveyed, two from the Public school and two from the Private school.

Table 4: *MLQ interpretation of self-assessment for private and public-school principals’ leadership*

Characteristic	Scale Name	Abb	Public		Private	
			Score	%	Score	%
Transformational	Idealized Attributes	IA or II(A)	3.75	95	3.75	95
Transformational	Idealized Behaviors or Idealized Influence (Behaviors)	IB or II(B)	3.87	95	4	95
Transformational	Inspirational Motivation	IM	3.87	95	4	95
Transformational	Intellectual Stimulation	IS	3.87	95	3.37	70
Transformational	Individual Consideration	IC	3.5	95	2.75	20
Transactional	Contingent Reward	CR	4	95	3.5	80
Transactional	Mgmt by Exception (Active)	MBEA	2.28	80	1.75	60
Passive Avoidant	Mgmt by Exception (Passive)	MBEP	0.714	30	0.875	40
Passive Avoidant	Laissez-Faire	LF	0.028	30	1	80
Outcome						
Outcomes of Leadership	Extra Effort	EE	3.66	90	3.5	90
Outcomes of Leadership	Effectiveness	EFF	3.5	80	3.375	60
Outcomes of Leadership	Satisfaction	SAT	4	95	3.75	90

The assessment revealed that all Principals have rated themselves high in two specific areas; Idealized Behaviors or Idealized Influence (Behaviors) and Inspirational Motivation, with each rating a 95% according to the rating scale prescribed by the analysis tool. Furthermore, according the tool’s interpretation, Idealized behaviors or influence is characterized by leaders who are sensitive to the needs of their teachers, goes beyond self-interest for the good of the group, and specifies the importance of having a strong sense of purpose. In the area of

inspirational motivation, what came out is that these leaders see themselves as motivators to those around them, providing meaning and challenge to their followers' works.

Specific opportunities were revealed in the assessment as well. Both public and private school Principals scored relatively low on Individual Consideration, with the private school Principals scoring even lower compared to the public-school principal. This presents an opportunity as this area focuses on leaders paying attention to individual's need for achievement and growth by acting as a coach or a mentor, with the main activity being mentoring and coaching. In order to determine the alignment and differences of leadership perception for both principals and teachers, the researchers developed two graphs that would compare these perceptions.

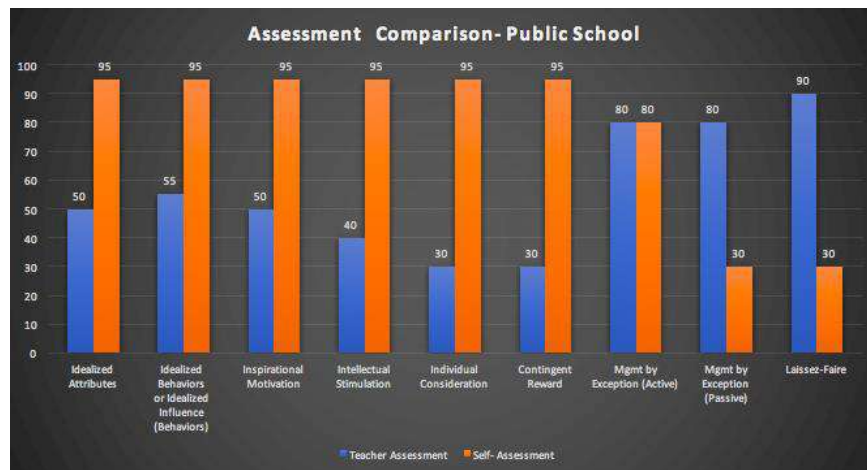


Figure 3: Public School Assessment Comparison

The graph suggests that for public schools, there is a high disparity on the leader and teacher perceptions on leadership, as almost all characteristics were different and far apart.

There is however, an alignment on a characteristic for this public school, and this is Management by Exception. The tool interpretation defines this characteristic as “The leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards. This style of leadership implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur” (Avolio and Bass, 1995).

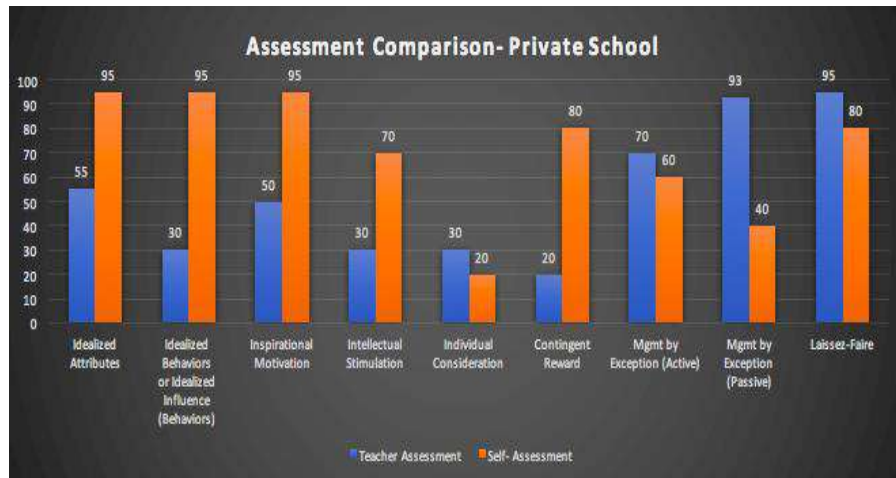


Figure 4: *Private school assessment comparison*

The comparison for the private schools however, presents a more balanced distribution of the scoring characteristics

Although the results of the assessment comparison between public and private schools seems to be similar in their disparity, there are more points of alignment here as compared to the public high school comparison. Management by exception is a characteristic of alignment, suggesting that both the leader and the teachers understand the importance of process adherence and inspection. Another is the Individual Consideration Characteristic, in which the leaders are expected to develop sensitivity to the individual needs of the teachers and help them develop their strengths.

4. Conclusion and Recommendation

At the start of this endeavor, the researchers aimed to answer the following queries: identification of the difference between the teacher's perception of the principal leadership style between private and public high school; the effects of such leadership styles and variables to the student achievement in each of the three general subjects (Mathematics, English, and Science); the effects of the dominant characteristics to the student achievements in general.

The study reveals that there is a difference between the teacher's perception and the principal's self-assessment on leadership styles, for both public and private high schools. The teacher's perception is that their leaders apply the Laissez-faire type of leadership while according to their self-assessment, they apply the transformative type of leadership. Although, between the public and private school assessment, there are more points of alignment in the private school sector; specifically, management by exception and individual Consideration

Characteristic. A possible factor for this outcome is the teacher's and principal's personal bias and perceptions.

The study also revealed that there was a significant difference between the grades of students in two (Math and English) of the three subjects focused by the researchers. Mathematics and English between Public and Private high school. Generally, it can be said that there was a significant difference between the two. This means that despite the fact that both public and private school principals have the same leadership style, they're effect on student's achievement is different. This is because there are disparities between particular characteristics of leadership and leadership outcomes between public and private schools, based on teacher's ratings . This means that private school teachers tend to give more effort and is more satisfied despite of the fact that they have the same leadership style. This leads to more productive teachers and better student achievement.

With the analysis and results presented in this research, the researchers would recommend the following to provide more targeted insights on the impact of leadership to student achievement:

- Expand the survey to cover more schools and more respondents- This will be beneficial for the research to be more statistically valid and having more respondents will provide a better view of the leadership perceptions for both principals and teachers.
- Include Head Teachers/Department heads- This will allow the researcher with a more targeted analysis on leadership being provided by their direct supervisor.
- Include School Culture and student background as a factor - A school's overall culture affects both principal leadership and student achievement. This will help provide a clearer picture on how much principal leadership plays a factor on student achievement. A student's background would also help us understand better possible causes how a student fairing in school is.
- Add activities specific to qualitative data- Activities such as interviews, focus group discussions and classroom observations could also provide good data points and provide context on the responses in the MLQ rating sheet. These interventions will also provide an insight on the school culture.
- Cover more subjects and grade levels- A wider scope on subject areas and grade levels would provide more data needed for quantitative and statistical analysis

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