Effects Of Leadership Styles And Conflict Management Strategies To School Performance In The Philippines

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ABSTRACT

The study was conducted to determine the effects of leadership styles and conflict management strategies to school performance of school principals of public secondary high schools in Region III. A total of 77 school principal participated in this study. Survey questionnaire was utilized in gathering the data needed. Result shows that majority (72.73%) of the school principals had an outstanding Office Performance Commitment Review Form (OPCRF) rating.

In terms of National Assessment Test (NAT) results, the overall mean registered was 41.77 which can be categorized under lower average. Majority of the respondents (68.83) obtained scores higher than 90 while the rest got lower scores in Performance-Based Bonus (PBB) .

Idealized attributes (IA) were found to be highly significantly related to NAT performance in Filipino, History and Science. Idealized behavior (IB) was found to be negatively but highly significantly related to NAT performance in History, Math and Science while inspirational motivation (IM) was also highly significantly related to NAT performance in Filipino, Math Science and English. Individualized consideration (IC) was also found to be negatively correlated with NAT performance in Filipino, History and Math.

Only dominating strategy was found to be highly significantly related to OPCRF rating and NAT performance in Math. From among the conflict management strategies, obliging and avoiding was found to be negatively but significantly related with NAT performance in Filipino and History.Idealized attributes were found as influential predictor of NAT performance while dominating strategy was also found to be an influential predictor of OPCRF performance.

Keywords: leadership styles; conflict management strategies; school performance ,achievement test, performance based

INTRODUCTION

With the implementation of the K to 12 Curriculum in 2012, together with the statement mandate to carry out the budgeting and financing in the micro-level (principal   level), school principals were confronted to make an excellent impact translated to their school performance. With the recent changes in the field of education, leadership was geared on the effective implementation of school – based management and facilitative leadership (Iringan, 2012). Driven by relentless standards-based accountability system of the Department of Education,

leadership and conflict management now became important and dominant paradigm of school leaders. The explicit issuance of standards of learning to schools coupled with heavy pressure to deliver tangible evidences of success - Individual and Office Performance Commitment Review Form rating, Performance - Based Bonus and National Achievement Test results, to name a few, strongly reaffirmed the importance of leadership and conflict management strategies.

Leadership in the secondary education has taken on an important role in the expansion of quality education into the new landscape of twenty-first century. Regarding leadership in education, literature has primarily been concerned with the exploration of the outcomes and consequences of different leadership styles and techniques in educational organizations. Leadership affected by organizations and cultures is a universal phenomenon in terms of its influence on individuals (Bass, 1997). The roles of both leaders and followers have become more complex and elaborate and multiple perspectives exist on how leadership is conceptualized (Stewart, 2006). A considerable amount of empirical evidence has been amassed that points to a number of positive outcomes associated with sophisticated leadership behaviors such as transformational leadership (Gregory, Moates, & Gregory, 2011).

Principal leadership is generally acknowledged as an essential element that makes up a good and effective school. The leadership style of a principal or school head at times defines his/her character as a leader. The bulk of researches on school leadership has examined leadership roles and functions (Knapp et.al.,2003; Leithwood et al. 2004.) Although the knowledge and expertise on key leadership functions and roles are necessary for school heads to improve student achievement, their leadership styles could also affect the performance of their duties and responsibilities.

Transformational leadership is an approach of leadership that encompasses both the breadth and depth of strategies and characteristics which could be applied by school heads. Primarily focused on the vision and followers, transformational leadership emphasizes follower development and their intrinsic motivation. Transformational leaders are focused on raising the followers to a higher level of performance and consciousness in order to reach the mutual goals of the team, rather than solely for self-interest. Transformational leadership has gained a great deal of attention since its development through research and evaluations from James Mac Gregor Burns and Bernard Bass. Bass and Burns (1998) defined transformational leadership as consisting primarily of a leader who inspires commitment to a distinct organizational vision and cause as well as a leader who guides and transforms the organization to its central mission.

The success or failure of educational institutions largely depends on the leadership skill and conflict management strategies of the school heads. As educational institutions strive to achieve their goals, they are often met with challenges they must overcome as a team. Challenges leave room for conflict between and among teachers, head teachers, stakeholders and other parties involved in the institution's mission while "conflict" often has a negative connotation, the effects of conflict within a school can be positive and negative. Conflict within an educational institution can cause teachers to become frustrated if they feel as if there's no solution in sight, or if they feel that their opinions go unrecognized by their fellow teachers or superiors. In a study done by Hocker and Wilmot (1985) which analyzed employees to respond to the word "conflict", the results are disagreement, tension, anger, competition, threat, pain and

hopelessness. Obviously, employees equate conflict with negative sentiment.

Conflict leads to stress and anxiety which often produce negative behaviors among the teachers (Nizam, 2011). As a result, teachers become stressed, which adversely affects their professional and personal lives. They may have problems on sleeping, loss of appetite or overeating, headaches and become unapproachable. In some instances, teachers may avoid meetings to prevent themselves from experiencing stress and stress-related symptoms.

When an organization spends much of its time dealing with conflict, members take time away from focusing on the core goals they are tasked to achieve. Conflict causes members to focus less on the activities and projects at hand and more on gossiping about conflict or venting about frustrations. As a result, the school may result to poor performance and the teachers may become demotivated. Thus, the school head should have proper and appropriate conflict management skills to be able to deal with the problems arising from the day to day operation of an educational institution.

Prompted by the aforementioned premises on how leading and managing conflicts create concerns on school and teachers' performance, this study to analyzed the principals' transformational leadership styles and conflict management strategies and their influence to the school performance.

OBJECTIVES OF THE STUDY

Generally, the study aimed to determine the transformational leadership styles, conflict management strategies and school performance of secondary school principals in the Department of Education (DepEd) - Region III.

Specifically, it sought to:

1.   describe the respective school performances of the school heads in terms of their Office Performance Commitment Review Form (OPCRF) rating, Performance-Based Bonus (PBB) score and National Achievement Test (NAT) result;

2.   determine whether the socio-demographic characteristics of the school principals, transformational leadership styles and conflict management strategies are related to school performance; and

3.   determine whether the school principals' transformational leadership styles and conflict management strategies predict school performance controlling for socio-demographic characteristics.

RESULTS AND DISCUSSION

School Performance

It can be gleaned on Table 5 that majority (72.73%) of the school principals had an outstanding performance. Only 27.27% had very satisfactory rating while no one got satisfactory, unsatisfactory and poor ratings. As stated on the National Competency-based Standards for School Heads (NCBSSH), an effective school head is one who can implement continuous school improvement, who can produce better learning outcomes among its pupils/students and who can help change institutional culture among others. The average performance rating was 4.63, described as Outstanding. Their scores ranged from 3.87 to a perfect score of 5.00. The standard deviation was .3120 which implies that the scores of the school principals were not widely dispersed. These data imply that most of the school principals in Region III are performed well based on NCBSSH standards.

Affecting the National Achievement Test Performance of Selected Second Year High School Students in Santa Maria, Bulacan" observed the unfavorable performance of public high schools in Santa Maria, Bulacan in the 2010-2011 NAT for second year students. The data presented were acquired from the DepEd Division Office of Bulacan in Malolos City. The data ranked 76 public high schools, with three of Santa Maria high schools (CNHS, PBHS, and SMAIS) placed at the bottom half of the ranking, being 42nd, 47th, and 65th respectively. Parada High School, although placed in the upper half, did not show an impressive feat for only ranking 30th out of 76.

This result is quite alarming but reflective also of the real scenario in all regions in the Philippines. The MPS obtained in NAT for Grade 10 in 2017 on the national level was only 43.38 which was considered as the lowest in the history of standardized test administration in the Philippines. The declining NAT results may be due to the quality of students at present because even non-readers are promoted to the next grade level due to the performance evaluation system of the DepEd, which pushes for a "zero drop-out" target. Under the system, the drop-out rate in the class forms is part of the bases for assessing the teacher's performance and the school in general which is also reflective of the performance of the school head. In effect it was also used in determining the performance-based bonus/category of the school, the annual incentive for government personnel adjudged to have met the targets.

In the absence of other clearer student performance-based measure that can be traced back to quality teaching, drop-out rates become metric for teachers quality. This sends a problematic incentive signal to teachers as they are evaluated based on zero drop-out rates and not on actual quality of learning of the students.

The highest mean was obtained in Filipino with 55.91, followed by History with 46.47 while the lowest means were registered in Mathematics (32.15) and Science (34.65). These results are quite alarming because the low score/performance became very evident in Region III.

Table 1. National Achievement Test (NAT) Results

	FREQUENCY	PERCENTAGE		
- 100 %	0	0		
Below 75 %	77	100%		

	MEAN	STANDARD DEVIATION	HIGHEST	LOWEST
OVERALL RATING	41.77	5.75	66.24	32.19
FILIPINO	55.91	4.92	74.86	43.70
HISTORY	46.67	6.91	74.07	34.32
MATH	32.15	5.86	62.92	26.58
SCIENCE	34.65	5.75	63.72	26.50

| ENGLISH | 39.46 | 7.36 | 69.13 | 26.21 |

Legend:

76-100%	Superior
51- 75%	Upper Average
26- 50%	Lower Average
0- 25%	Poor

Relationship between Socio-demographic Characteristics of the School Principals and School Performance

The socio-demographic characteristics of the school principals were correlated to the school performance in terms of OPCRF rating, PBB score and NAT results. The variables considered were age, sex, civil status, highest educational attainment, number of years as school principal, number of years of service in present school, position, monthly salary and qualifying examination passed.

As shown in the Table 2, age was found to be significantly related with OPCRF rating PBB score; negatively highly correlated with NAT performance in Science, English and overall NAT performance and negatively correlated with NAT performance in Math.

Highest educational attainment was found to be highly significantly related to NAT performance in History, English and overall NAT performance. This implies that the schools of school principals who have higher educational attainment have better performance in AP, English and overall NAT performance.

Position was found to be highly significantly related to OPCRF rating, PBB score NAT performance in History, Science and overall

which implies that older school principals have higher OPCRF ratings, negatively correlated with NAT performance in History, Mathematics (M) and English (E) which means that the schools of younger schools principals have better NAT performance in AP, Math and English. In general, age was found to be negatively correlated with overall NAT performance. The null hypothesis was then rejected indicating the presence of established relationship between the two variables.

Number of years as school principal was also found to be significantly related with OPCRF rating and PBB score which implies that older school principals have better OPCRF ratings and NAT performance. This implies that the school principals who have higher positions such as Principal III and Principal IV have better OPCRF rating, PBB score and NAT performance in History, Science and overall NAT performance. Qualifying examination passed was found to be significantly related only with PBB score. This implies that school principals who were promoted through reclassification have better PBB score.

The school principals' demographic profile namely sex, educational attainment and qualification, were not related to school performance in terms of dropout rate and result of the NAT.

Table 2. Relationship between socio-demographic characteristics and school performance

	OPCRF Rating	PBB Score	NAT-OVERALL	NAT-	NAT- M	NAT-	NAT- E	NAT

			F	AP		S		
Age	0.226*	0.114	-0.286	-0.302**	-0.228*	-0.237	-0.240**	-0.284**
Sex	0.020	-0.007	0.050	-0.039	0.066	0.073	-0.019	-0.017
Number of years as school principal	0.277*	0.077**	0.148	-0.130	-0.176*	0.174**	0.165**	-0.175**
Number of years of service in present school	0.103	0.142*	0.059	-0.051*	-0.117	-0.117	-0.100	-0.078
Highest Educational Attainment	0.103	0.127	0.053	0.089**	0.038	-0.022	0.010**	0.035**
Position	0.432**	0.423**	0.062	0.050**	-0.002	-0.082**	-0.068	-0.014**
Salary	0.450**	0.405**	0.088	0.105**	0.031	-0.031**	0.048**	0.027
Qualifying Examination Passed	0.103	0.087*	-0.248	-0.211	0.027	0.002	-0.055	-0.101

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

Relationship between Transformational Leadership Styles and School Performance

Transformational leadership styles such as idealized behavior (IB), inspirational motivation (IM), idealized attributes (IA) and individualized consideration (IC) were correlated to the performance of school principals in terms of OPCRF rating, PBB score and NAT results as shown in Table 3.

Idealized behavior (IB) in Table 3 represents the leader's consistent effort to treat each individual as a special person and act as a

coach and mentor who continually attempts to develop his or her followers' potential. Managers with individual consideration encourage associates to reach goals that help both the associates and the organization. As shown in the Table 3, NAT performance in History, Math and Science registered negative highly significant relationship with Idealized Behavior (IB). This implies that school heads who are not considering idealized behavior (IB) in their leadership style have better NAT performance in History, Math and Science in their schools. This result is contrary to the findings of Muenjohn and Anderson (2007) who stated that principals build quality relationships with their subordinates through "individualized consideration" by giving subordinates personal attention, understanding subordinates' individual differences, and making subordinates feel valued as receiving special treatment.

Similarly, inspirational motivation was also found to be significantly but negatively related to the NAT performance of schools in Filipino, Math and Science and negatively related to English. Balyer (2012) stated in his study that transformational leaders should be in a continuous pursuit of three goals by helping staff members develop and maintain a collaborative, professional school culture; fostering teacher development; and helping teachers solve their problems together more effectively. As understood from the teachers' statements, the principals always set high academic standards and motivate people towards them. They are seen around very often and they have made teamwork possible at school. Inspirational motivation is to motivate and inspire those around them by displaying enthusiasm and optimism, involving the followers in envisioning attractive future states, communicating high expectations, and demonstrating commitment to the shared goals. However, the result of the present study is otherwise, suggesting that school principals who do not manifest inspirational motivation as a transformational leadership style could result to better NAT performance in Filipino, Math, Science and English which is contrary to previous researches.

Idealized attributes are defined as meeting the needs of others before their own personal needs, avoiding the use of power for personal gain. Result showed that there was a positive highly significant relationship between the NAT performance in Filipino, History and Science and idealized attributes. This means that school principals who were demonstrating high moral standards, and setting challenging goals for their followers had better NAT performance in Filipino, History and Science in their schools. This is in consonance with the study of Balyer (2012) who found out that principals demonstrate idealized influence behaviors highly by being considerate to deal with their followers and their professional needs. It can be understood that the teachers trust their principals and they have belief in their efforts to move their school forward. The principals respect the teachers and they do not want to use power against them. They are also said to be good role models for the teachers. Although the principals are usually busy on the phone or at meetings, they always deal with the teachers' problems.

Table 3. Relationship between Transformational Leadership Styles and School Performance

TRANSFRORMATIONAL LEADERSHIP STYLES	OPCRF RATING	PBB SCORE	NAT-F	NAT-History	NATM	NAT-S	NAT-E	NAT OVERALL

	OPCRF	PBB	NAT-F	NAT-History	NAT-M	NAT-S	NAT-E	OVERALL
Idealized Behavior	-0.066	0.002	-0.160	-0.225**	-0.197**	-0.130**	-0.265	-0.219
Inspirational Motivation	-0.139	0.135	-0.099**	-0.073	-0.090**	-0.120**	-0.176*	-0.125
Idealized Attributes	0.150	0.022	0.121**	0.041**	0.024	0.031**	-0.004	0.042
Individualized Consideration	-0.011	0.037	-0.112**	-0.193*	-0.219**	-0.243	-0.284	-0.239

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Relationship between Conflict Management Strategies and School Performance

Conflict management strategies such as avoiding, integrating, dominating, compromising and obliging were correlated to the performance of school principals in terms of OPCRF rating, PBB score and NAT results.

As shown in the Table 4, overall NAT results was found to be negatively related with obliging strategy which implies that NAT results in Filipino and History appeared to be highly significant but negatively related to obliging strategy. Similarly, an overall NAT result was negatively related with obliging. NAT results in Filipino was found to be highly but negatively related to avoiding strategy while results in History were negatively related. OPCRF rating was also found to be highly significantly related to dominating conflict management strategy which implies that school principals who were dominating had higher performance rating. NAT in Math result was significantly related to dominating strategy.

Table 4. Relationship between Conflict Management Strategies and School Performance

STRATEGY	OPCRF	PBB	NAT-F	NAT-History	NAT-M	NAT-S	NAT-E	NAT OVERALL
OBLIGING	-0.092	-0.091	-0.322**	-0.339**	-0.214	-0.151	-0.185	-0.262*

AVOIDING	0.094	0.028	-0.296**	-0.263*	-0.045	-0.025	-0.076	-0.149
INTEGRATING	-0.066	-0.011	-0.224	-0.251*	-0.167	-0.178	-0.141	-0.210
DOMINATING	0.297**	0.082	0.050	0.110	0.236*	0.185	0.204	0.177
COMPROMISING	-0.051	0.037	-0.216	-0.176	-0.009	-0.074	-0.047	-0.110

**.Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Transformational Leadership Styles and Conflict Management Strategies as Predictors of School Performance

To determine the predictors of school performance as outcome variables, series of hierarchical regression analysis was performed. This analysis was used to describe the effect of a variable or a set of variables, controlling for the effects of another variable or a set of variables. In this study, the outcome variables as measures of school performance were Office Performance Commitment and Review Form (OPCRF) rating, Performance-Based Bonus (PBB) scores, National Achievement Test (NAT) results and the independent variables included sociodemographic characteristics, transformational leadership styles and conflict management strategies.

Effect of Transformational Leadership Styles and Conflict Management Strategies to Office Performance Commitment and Review Form (OPCRF) Rating

This section determines the effects of transformational leadership styles and conflict management strategies to school performance in terms of OPCRF rating. Model 1 ($F_{(4,72)} = 4.95$,

$p<.05$) was the equation where socio-demographic characteristics were the predictors of school performance in terms of OPCRF rating. Model 2 ($F_{(8,68)} = 3.09$, $p<.05$) was the equation where transformational leadership styles were predictors of school performance in terms of OPCRF rating, making socio-demographic characteristics constant while Model 3 ($F_{(13,63)} = 2.48$, $p<.01$) was the equation where conflict management strategies were predictors of school performance in terms of OPCRF, making socio-demographic characteristics and transformational leadership constant.

The coefficient of determination (R^2) for Model 1 was equal to .216 which showed that about 21.6% of the variance in school performance in terms of OPCRF rating was explained or accounted for by socio-demographic characteristics.

Meanwhile, the coefficient of determination (R^2) for Model 2 was equal to .266 which indicated that about 26.6% of the variance in school performance in terms of OPCRF rating was explained or accounted for by transformational leadership styles, where socio-demographic characteristics were controlled. For Model 3, the coefficient of determination (R^2) was equal to .339 which indicated that about 33.9% of the variance in school performance in

terms of OPCRF rating was explained or accounted for by conflict management strategies, where sociodemographic characteristics and transformational leadership were controlled.

Clearly, when the researcher examined R^2 change, it increased from .216 (Model 1) to .266 (Model 2), but this R^2 change (.051) was not significant, $F_{change} = 1.171$, p>.05. Similarly, the R^2 change of .072from .266 (Model 2) to .339(Model 3) was not significant, F change = 1.38, p>.05. Statistically speaking, the R2 would increase with the inclusion of more predictor variables into a regression model. In these findings, adding transformational leadership styles and conflict management strategies variables slightly improved the model, compared to the equation with only socio-demographic characteristics in the regression model, but the changes in the coefficient of determination (R2) was negligible.

As depicted in Table 5, Model 2 shows that none of the transformational leadership styles predicted OPCRF rating. In Model 3, results showed that dominating management strategy was the only predictor of school performance in terms of OPCRF rating (β = .144, Std. error = .062 t = 2.320, p < 0.05). It indicated that school principals who exhibited dominating conflict management strategies scored higher in their OPCRF rating. A dominating strategy is characterized by high concern for self and low concern for others. School principals exhibiting this strategy can be identified with a win-lose perspective or with whatever measures necessary to win the objective, and as a result, ignores or minimizes the needs and expectations of the other party. Thus, leaders who demonstrate this kind of strategy could possibly use their power to win a competitive situation or to make immediate decision that would improve the situation in their institution in certain aspects. The constant use of dominating strategy in their work setting in resolving conflicts and making decision for the achievement of goals towards better school performance could certainly yield positive results to their respective institutions.

School principals who exhibit dominating strategy are also known competing individuals. People who are highly competitive typically persevere until they reach their desired goals, they don't give up easily and they study the best of the best in any specified area they are striving to be competitive in so they can also be the best of the best.

Thus, leaders who demonstrate this kind of strategy could possibly use their power to win a competitive situation or to make immediate decision that would improve the overall performance of their school. Although school principals who constantly use a dominating style in resolving conflict are often seen as tyrants, do not appear to care about others, and are perceived as only being interested in getting what they want. However, dominating can be appropriate in a situation where a decision must be reached immediately and no consensus can be reached. The application of dominating style towards the achievement of the schools' goals and objectives could sometimes yield positive outcomes which are reflected in the schools' performance.

Table 5. Hierarchical regression predicting school performance in terms of OPCRF rating

	B	Std. error	t	p
Model 1				
Constant	3.196	.633	5.051	.000
Age	.007	.007	.998	.322
Number of Years as Sch. Principal	-.005	.007	-.681	.498

Position Salary	-.001	.094	-.004	.988
	-.005	.000	1.560	.123
Model 2		.		
Constant	3.351	.689	4.861	.000
Age	.006	.007	.842	.403
Number of Years as Sch. Principal	-.006	.008	-.696	.489
Position	-.002	.095	-.017	.987
Salary	-.005	.000	1.550	.126
Idealized Behavior	-.004	.107	-.040	.968
Inspirational Motivation	-.097	.088	-1.109	.271
Idealized Attributes	.135	.088	1.540	.128
Individualized Consideration	-.054	.119	-.457	.649
Model 3				
Constant	2.860	.730	3.933	.000
Age	.001	.007	.185	.854
Number of Years as Sch.	-.001	.008	-.116	.908
Principal	-.022	.097	-.224	.824
Position	-.005	.000	1.631	.108
Salary	-.010	.115	-.085	.932
Idealized Behavior	-.031	.114	-.270	.788
Inspirational Motivation	.047	.097	.488	.627
Idealized Attributes	-.034	.122	-.282	.779
Individualized Consideration	.036	.064	.570	.571
Avoiding	.143	.132	1.080	.284
Integrating	.144	.062	**2.320**	.024
Dominating	-.108	.099	1.083	.283
Compromising	-.041	.083	-.495	.622
Obliging				

Model 1(R^2= .216, Adj. R^2 = .172, F $_{(4, 72)}$ = 4.952, p < 0.01)
Model 2(R^2= .266, Adj. R^2 =.180, F $_{(8,68)}$ = 3.085, p < 0.01), $R^2\Delta$= .051,p > 0.05)
Model 3(R^2= .339, Adj. R^2 = .202, F $_{(13,63)}$ = 2.482, p < 0.01), $R^2\Delta$= .072, p > 0.05)
Legend: ** significant at p < 0.01
          * significant at p < 0.05

Effect of Transformational Leadership Styles and Conflict Management Strategies to Performance-Based Bonus (PBB) Scores

Just like with the OPCRF rating, the same hierarchical regression analysis was performed to determine the influence of transformational leadership styles and conflict management strategies to Performance-Based Bonus (PBB) scores.

Model 1 (R^2= .244, Adj. R^2 = .202, F $_{(4, 72)}$ = 5.813, p < 0.05)shows that number of years as school principal was a negative predictor of Performance-Based Bonus (PBB) scores (β =-.415, Std. error = .174, t = -2,381, p<.05), indicating that respondents who rendered more number of years as school principal got lower

PBB scores. Similarly, Model 2 ($F_{(8, 68)}$ = 3.122, p < 0.05) also shows that number of years as school principal (β =-.339, Std. error = .191, t = -2,038, p<.05) was a negative predictor.Lastly, Model 3 ($F_{(13, 63)}$ =1.974, p < 0.05) showed that none of the conflict management strategies predicted PBB scores.

Examining R2 changes from Model 1 (R2 =.244) to Model 2 (R2=.269), and from Model 2 (R2=.269) to Model 3 (R2=.289), changes in R2 were not significant.

The results may be attributed to some factors that were not included or specified in this research although normally, school principals are expected to have better performance as their experiences as school heads become longer. One factor that may be considered for the waning performance is the monotony of their management style. Another equally considerable factor is the fact that their retirement is already looming, thus, their motivation to perform may also be declining.

Table 6. Hierarchical regression predicting school performance in terms of PBB scores

	B	Std. error	t	p
Model 1 Constant				
	59.638	14.951	3.989	.000
Age	.116	.156	.744	.459
No. of Years as Sch. Principal	-.415	.174	**-2.381**	.020
Position	1.447	2.225	.650	.518
Salary	.000	.000	1.491	.140
Model 2 Constant				
	62.033	16.564	3.745	.000
Age	.137	.168	.812	.419
No. of Years as Sch. Principal	-.339	.191	-2.038	.045
Position	1.774	2.280	.778	.439
Salary	.000	.000	1.297	.199
Idealized Behavior	-.457	2.582	-.177	.860
Inspirational Motivation	2.813	2.112	1.332	.187
Idealized Attributes	-.554	2.114	-.262	.794
Individualized Consideration	-2.479	2.682	-.866	.389
Model 3				
Constant	54.779	18.201	3.010	.004
Age	.126	.184	.684	.497
No. of Years as Sch. Principal	-.338	.204	-1.658	.102
Position	1.530	2.408	.635	.528

Salary	.000	.000	1.216	.229
Idealized Behavior	-.181	2.867	-.063	.950
Inspirational Motivation	3.384	2.840	1.191	.238
Idealized Attributes	-1.849	2.417	-.765	.447
Individualized Consideration	-1.699	3.044	-.558	.579
Avoiding	.616	1.585	.389	.699
Integrating	.373	3.295	.113	.910
Dominating	1.368	1.544	.886	.379
Compromising	.646	2.480	.261	.795
Obliging	-1.150	2.078	-.554	.582

Model 1(R^2= .244, Adj. R^2 = .202, $F_{(4, 72)}$ = 5.813, $p < 0.01$)
Model 2(R^2= .269, Adj. R^2 =.183, $F_{(8,68)}$ = 3.122, $p < 0.01$, $R^2\Delta$= .025, $p > 0.05$)
Model 3(R^2= .289, Adj. R^2 = .143, $F_{(13,63)}$ =1.974, $p < 0.01$, $R^2\Delta$= .021, $p > 0.05$)
Legend: ** significant at $p < 0.01$
                * significant at $p < 0.05$

Overall Mean Percentage Score (MPS) in NAT

The same hierarchical regression analysis was performed to determine the influence of transformational leadership styles and conflict management strategies to overall Mean Percentage Score (MPS) in National Achievement Test (NAT).

Model 1 (R^2= .112, Adj. R^2 = .063, $F_{(4, 72)}$ = 2.279, $p < 0.01$) shows that there was no predictor of overall MPS in NAT results. Meanwhile, Model 2 (R^2= .219, Adj. R^2 =.127, $F_{(8,68)}$ = 2.382, $p < 0.01$), $R^2\Delta$= .106, $p > 0.05$) shows that Idealized Attributes (IA) were the only

predictor of overall MPS in NAT. On the other hand, Model 3(R^2= .266, Adj. R^2 = .115, $F_{(13,63)}$ =1.757, $p < 0.01$), $R^2\Delta$= .047, $p > 0.05$) showed that none of the tested independent variables predicted overall MPS in NAT.

Looking at R^2 changes from Model 1 (R^2 =.112) to Model 2 (R^2=.219), and from Model 2 (R^2=.219), to Model 3 (R^2=.266), minimal changes in R^2 were not significant.

In the study of Hussain R.Y. (2016), the results of multiple regression showed that transformational leadership style, particularly Idealized Influence (attributed) is a positive predictor of job involvement among teachers.

Table 7. Hierarchical regression predicting school performance in terms of overall MPS   in NAT

	B	Std. error	t	p
Model 1				
Constant	42.448	12.404	3.422	.001
Age	-.210	.129	-1.627	.108
No. of Years as Sch. Principal	-.170	.144	-1.175	.244
Position Salary	-.524 .000	1.846 .000	-.284	.777
			-.952	.344

Model 2

Constant	54.005	13.106	4.121	.000
Age	-.213	.133	-1.598	.115
No. of Years as Sch. Principal	-.153	.151	-1.010	.316
Position	-.201	1.804	-.112	.912
Salary	.000	.000	.768	.445
Idealized Behavior	-2.879	2.043	-1.409	.163
Inspirational Motivation	.454	1.671	.271	.787
Idealized Attributes	3.495	1.672	**2.090**	.040
Individualized Consideration	-3.265	2.264	-1.442	.154
Model 3				
Constant	55.773	14.161	3.939	.000
Age	-.225	.144	-1.571	.121
No. of Years as Sch. Principal	-.083	.159	-.524	.602
Position	-.657	1.874	-.350	.727
Salary	.000	.000	.739	.463
Idealized Behavior	-3.211	2.230	-1.440	.155
Inspirational Motivation	2.078	2.210	.940	.351
Idealized Attributes	2.661	1.881	1.415	.162
Individualized Consideration	-3.654	2.369	-1.543	.128
Avoiding	-.945	1.233	-.767	.446
Integrating	1.307	2.564	.510	.612
Dominating	1.772	1.202	1.475	.145
Compromising	-1.943	1.930	-1.007	.318
Obliging	-.521	1.617	-.322	.748

Model 1(R^2= .112, Adj. R^2 = .063, $F_{(4, 72)}$ = 2.279, $p < 0.01$)

Model 2(R^2= .219, Adj. R^2 =.127, $F_{(8,68)}$ = 2.382, $p < 0.01$, $R^2\Delta$= .106, $p > 0.05$)

Model 3(R^2= .266, Adj. R^2 = .115, $F_{(13,63)}$ =1.757, $p < 0.01$, $R^2\Delta$= .047, $p > 0.05$)

Legend: ** significant at $p < 0.01$

            * significant at $p < 0.05$

CONCLUSIONS

The following conclusions were drawn from the results of the study.

The respondents manifested outstanding performance as school principals in terms of OPCRF rating, PBB scores higher than 90 % and below average NAT rating.

The respondents' socio-demographic characteristics, transformational leadership styles and conflict management strategies were correlated with their performance as school principals.

The hypothesis stating that the socio-demographic characteristics of the school principals, their transformational leadership styles and conflict management strategies are not related to school performance was rejected. In the same manner, the hypothesis stating that the transformational leadership style and conflict management strategies do not predict school performance was also rejected.

RECOMMENDATIONS

The following recommendations are offered based on the conclusions of the study.

1. The outstanding performance of the Principals should be sustained by means of continuous motivation to benefit the school's stakeholders. However, the poor performance of students in NAT should be addressed immediately since it was identified that this was due to the performance evaluation system of the DepEd, which pushes for a "zero drop-out" target compelling the teachers to promote even the non-readers to the next grade level.

2. Future studies may be conducted such as principal's organizational management for instructional improvement that can influence schools' performance.

3.   A similar study needs to be carried out in the private schools in the region to establish whether transformational leadership styles and conflict management strategies influence school performance.

4.   Other variables may be considered in future studies such as usage of technology, media, study habits, motivational practices of the family and the teaching competencies and motivation of teachers.

5.   Since idealized attribute was found to be the most influential transformational leadership style that has a strong positive relationship with NAT performance, it is therefore recommended that principals strive to become role models to their subordinates; display a sense of power and confidence and reassure others that they can overcome obstacles. They should also instil pride in their followers and go beyond their self-interest for the greater good of their schools.

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