



# Administrators' Communication Styles and their Leadership Effectiveness: Basis for a Proposed Enhancement Plan

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**Abstract**— *Considering the school administrators' styles of communicating, teachers are influenced on how to react and act when it comes to the accomplishment of school tasks that reflect the administrators' leadership. This study aims to determine the impacts of school administrators' communication styles on their leadership effectiveness. The data were obtained from a total of 233 qualified teachers and school administrators in the chosen public Junior High Schools in Congressional District IV of Nueva Ecija. With the use of descriptive-correlational method, it was found out that most of the school administrators in the chosen schools are Personal Communicators and Functional communicators. The higher level of personal communication and functional communication of the school administrators, the better the leadership effectiveness as to individual consideration, intellectual stimulation, inspirational motivation and task completion among their subordinates. They tend to actualize transformational leadership in the workplace and to be more effective when it comes to their leadership. They should recognize the importance of how the teachers perceived their communication styles and leadership effectiveness so that they can be able to establish good relation and rapport with their teachers to ensure the accomplishment of the schools' goals.*

**Keywords**— *Communication, Communication Styles, Influence, Leadership, Leadership Effectiveness, School Administrators, Transformational Leadership.*

## I. INTRODUCTION

Communication is a priority in every kind of work environment. It is the lifeblood of an enterprise and without it, things will not get done (Conrad, 2014). Institutions and businesses strongly depend on direct and reliable communication to operate smoothly. Members of any company count on it to be profitable and perform well.

The analysis of communication is essential, since any administrative role and operation requires some form of direct or indirect communication. A person's communication skills influence both personal and organizational effectiveness (Brun, 2011; Summers, 2011).

A successful leader is able to respond to certain kinds of leadership styles to meet circumstances. Styles of contact

vary from one leader to the other leaders, but communication with people is an intrinsic part of leadership (Zulch 2014). School heads send directions and orders to their teachers. They advise the teachers about what are required of them especially when it comes to their roles and responsibilities in school. In most cases, it can be found that teachers are usually motivated and affected by the manner of how things are conveyed to them. Considering the communication styles of their school heads, the teachers often react differently and behave appropriately when it comes to the accomplishment of school assignments. There are times where teachers are obliged to obey as the school principal speaks authoritatively. It would be anticipated, teachers are empowered to fulfill their roles when their school principal

talks to them respectfully and develop personal communication and rapport with them.

Good communication ability is also important to the effectiveness of an administrator (Yate, 2011). Communication has a strong impact on effective leadership along with leadership styles. Different leadership styles also influence collaboration process. There exists a vice-a-versa relation between the two (Benita Zulch, 2014). The school heads and teachers are charged to fulfill different roles and obligations for the achievement of the schools' performance. Aside from the duties of working with teachers, guardians, co-workers and other partners, they are often assigned to accomplish numerous school reports and other paperworks. In certain cases, these reports are sent in bunch of which demand immediate accomplishment and application. These circumstances lead the school administrators and teachers to work under pressure which render the tasks more difficult. In these cases, good coordination between the school administrator and teachers is required to successfully work together for the fruitful accomplishment of the tasks.

Through this study, the relevance of adequate and efficient coordination between the school heads and their teachers for the achievement of the school goals will be illustrated. The realization of how the communication styles influence the school administrators' leadership efficacy will be deepened and elaborated.

Based on the outcome of this study, the school administrators will be able to understand what communication types are appropriate and successful and be able to devise strategies on how to improve their communication styles. To ensure the progress of the school, administrators have to solicit the support, commitment and effectiveness of the teachers. Furthermore, the teachers can also learn from this analysis in terms of coping with their students. Based on the findings and perceptions of the researcher, it has been realized that as the students are conditioned by the manner on how their teachers converse with them, the teachers are often impacted by the way on how their school heads interact with them. Through this research, the teachers will also understand the value of using an effective contact style depending on how their school administrators' communication styles impact them.

This study aimed to determine the school administrators' communication styles and the impacts on their leadership effectiveness.

Specifically, this study sought answers to the following:

1. How may the profile of the respondents be described in terms of:

- 1.1 Age;
- 1.2 Sex;
- 1.3 Highest Educational Attainment;

1.4 Designation;

1.5 Number of Years in the Service as School Administrator/School Head; and

1.6 Number of Years in the Service as School Administrator/School Head in their present school?

2. How may the communication styles of the school administrators be described as perceived by the school administrators and the teachers in terms of:

- 2.1 Analytic Communicator;
- 2.2 Intuitive Communicator;
- 2.3 Functional Communicator; and
- 2.4 Personal Communicator?

3. How may the leadership effectiveness of the school administrators be described as perceived by the school administrators themselves and their teachers in terms of:

- 3.1 Individual Consideration;
- 3.2 Intellectual Stimulation;
- 3.3 Inspirational Motivation;
- 3.4 Idealized Influence?

4. Is there a significant relationship between the communication styles and the leadership effectiveness of the school administrators?

5. What action plan can be proposed based on the findings of the study?

## II. MATERIALS AND METHODS

### *Research Design*

This research used the descriptive-correlational method. Descriptive approach is also known as statistical analysis. It describes data and characteristics about the population or phenomenon being studied (Alberto, 2011). This analysis approach is used for frequencies, averages and other statistical measurements. Often the safest way prior to writing descriptive research is conducting a survey inquiry. In addition, the correlational approach in research seeks to investigate the relationship between the variables (Arikuntu, 2007, p.247). The degree of correlation descriptive analysis is performing a survey inquiry. In addition, the correlational approach in study

aims to explore the association between the variables (Arikuntu, 2007, p.247). The degree of correlation between two variables is defined in the form of correlation coefficient. This is also verified by Creswell (2012, p.338) that in correlational analysis design, the researcher used the correlational statistical test to identify and measure the degree of association or relationship between two or more variables between two variables is defined in the form of correlation coefficient. Generally, this method of the analysis identifies the variables and systematically examines the existence of relationships or connections that exist between and among the variables.

This study described, analyzed and interpreted the answers of the respondents on the questionnaires and determined the communication styles of the school administrators in correlation with their leadership effectiveness.

#### Research Locale

This research was conducted in the fourth Congressional District of Nueva Ecija. The schools that were included are : Mallorca National High School; Cabiao National High School; Peñaranda National High

School; General Tinio National High School; Mambangnan National High School and San Anton National High School.

#### Sampling Procedures

This study collected the requisite information from a total of 233 teachers and school administrators in selected public Junior High Schools in Congressional District IV who served as respondents. There were 3 school principals, 30 school heads or head teachers and 200 teachers from the selected schools.

Purposive sampling was used in selecting the samples as the teachers were selected and trained based on the number of years they have spent with their school heads or administrators as of the conduct of this study.

The school administrators were also selected based on the number of years they have spent in their present school.

To better serve the purpose of this study, those teachers who have spent at least two years with their school heads were chosen to answer the questionnaire.

Table 1: Distribution of the Respondents

School	Number of School Administrators	Number of Teachers	Total
Mallorca National High School	5	19	24
Peñaranda National High School	8	29	37
General Tinio National High School	7	44	51
Cabiao National High School	8	83	91
Mambangnan National High School	1	12	13
San Anton National High School	4	13	17
<b>Total</b>	<b>33</b>	<b>200</b>	<b>233</b>

#### Scope and Delimitation

This study aimed to determine the school administrators' communication styles and their leaderships' effectiveness. This involved a total of 233 teachers and school administrators from the selected secondary public schools in Congressional District IV of Nueva Ecija. Those school administrators who have served at least two years in their present school and those teachers who have spent at least two years with their school heads were included to be the respondents in this study. Those school administrators and teachers with less than two years of service and experience in their present schools and with their school heads were not included. In addition, three of the biggest schools in Congressional District IV were

selected to be included in the study based on the highest number of school administrators assigned in them and three of the schools were selected based on their proximity from the researcher's locale since the study was conducted during the time of the pandemic in which certain restrictions were observed.

#### Research Instrument

The primary instrument that was used in this study was the survey questionnaire. The researcher formulated the research questionnaire based on previous readings and literature.

The questions in assessing and describing the communication styles utilized by the school administrators were derived and constructed from the characteristics of the four fundamental communication styles which were found by New York Times bestselling author Mark Murphy and his team (2015) over their past two decades of research. The questions in evaluating the leadership effectiveness of the school administrators were derived and formulated based on the discussions of the four categories of leadership based on the the classical Transformational Leadership Theory by James MacGregor Burns (1978) and expanded by Bernard M. Bass (1985).

For the school administrators , there were three parts. Part I was about the profile of the respondents. Part II was about the Communication Styles used by the School Administrators/Principals. Part III was about the School Administrators' Leadership Effectiveness. For the teachers, there were only two parts. Part I was about the Communication Styles used by the School Administrators/Principals. Part II was about the School Administrators' Leadership Effectiveness.

#### *Data Gathering Procedures*

Before the questionnaires were distributed to the respondents, the researcher sent a letter request to the concerned authorities especially the Schools Division Superintendent to enable her to conduct the study. Upon approval, the researcher worked out on the timetable for

the administration of the questionnaire. In this time of pandemic and the implementation of the Enhanced Community Quarantine (ECQ), the researcher used online data gathering with the use of google forms for those who were in remote schools. The data gathering had been difficult during this period. However, when the General Community Quarantine (GCQ) was implemented, the researcher was able to visit the chosen schools and to personally administer the questionnaires to the selected respondents while maintaining the protection of everyone with proper health precautions such as wearing of face masks and physical distancing.

#### *Data Analysis*

Different statistical tools were used in the data analysis.

In problem 1, the data on the profiles of the school administrators were treated and computed using frequency count and percentage.

In problem 2 and 3, the data to describe the communication styles and the leadership effectiveness of the school administrators were treated and computed using the statistical tools such as mean and weighted mean.

For the Communication Styles and Leadership Effectiveness, the following qualitative interpretations of mean ranges were used:

Scale	Mean Range	Verbal Descriptions	
		Communication Styles	Leadership Effectiveness
4	3.25 - 4.00	All the time	Very Effective
3	2.50 - 3.24	Most of the time	Effective
2	1.75 - 2.49	Sometimes	Somewhat Effective
1	1.00- 1.74	Never	Not Effective

In problems 4, the data on the significant relationships between the stated variables were treated and computed using the Pearson's Correlation Coefficient (Pearson's R) and Spearman's Rank-Order Correlation (Spearman's RHO).

Pearson's correlation coefficient is the test statistics that tests the statistical relationship, or association, between two continuous variables. It is considered as the best method of calculating the relation between variables of interest since it is based on the method of covariance. It

provides details about the extent of the interaction, or correlation, as well as the direction of the relationship.

Spearman rank correlation is a non-parametric test that is used to calculate the degree of association between two variables. The Spearman rank correlation test does not hold any assumptions about the distribution of the data and is the acceptable correlation study when the variables are calculated on a scale that is at least ordinal.

### III. RESULTS & DISCUSSION

#### 1. PROFILE OF THE RESPONDENTS

The first problem in this study was about the profile of the school administrators as the main respondents which

was computed and tabulated according to their sex, age, highest educational attainment, designation, number of years in the service as school administrators/school heads, and number of years as school administrators in their present schools.

Table 2: Sex of the School Administrators

Sex	Frequency	Percentage
Male	9	27.27
Female	24	72.73
<b>Total</b>	<b>33</b>	<b>100.00</b>

These data imply that females were more persistent in their pursuit to obtain advanced degrees in education and attended related training to qualify them to serve and lead as administrators.

businesses across different countries, the Philippines ranked among the highest at 40 percent in senior management team roles held by women (Grant Thornton 2017).

Women in the labor force have a high potential to reach senior management positions. In fact, in a survey of

Table 3: Age of the School Administrators

Age	Frequency	Percentage
36 – 40	1	3.03
41 - 45	2	6.06
46 - 50	8	24.24
51 - 55	11	33.33
56 - 60	9	27.27
61 - 65	2	6.06
<b>Total</b>	<b>33</b>	<b>100.00</b>

These data imply that being school administrators require adequate time, authentic experiences and productive length of services in the educational institution to be equipped with the knowledge and skills of becoming effective and efficient school leaders.

assignment of Head Teachers, the applicant should meet the criteria of having related experiences, attaining higher education, passing the qualifying examination, completing other requirements and having the positions available to apply for which take time to be completed.

According to the 2019 DepEd Guidelines on the Selection, Promotion and Designation of School Heads,

Table 4: Highest Educational Attainment of the School Administrators

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	0	0.00
with MAEd/MA/MA units	14	42.42
Master's Degree	9	27.27
with Ph.D./Ed.D. units	7	21.21
Doctorate Degree	3	9.09
<b>Total</b>	<b>33</b>	<b>100.00</b>

These data imply that postgraduate education were sought to gain more knowledge and to continue honing one's competency and essential skills to become a school administrator. Although the attainment of postgraduate education is not the sole requirement for promotion it is a plus factor to qualify for the position as school administrator.

Prospective school administrators need a graduate degree in educational administration or in a related field.

In addition, school administrators should also have several years of experience of classroom teaching. This experience allows them to better relate to the teachers they will oversee as administrators, and understand the challenges faced in the classroom (National Board for Professional Teaching Standards as stated in Teachers Certificate Degrees, 2021).

Table 5: Designation of the School Administrators

Designation	Frequency	Percentage
Head Teacher I	1	3.03
Head Teacher II	19	57.58
Head Teacher III	10	30.30
Principal I	0	0.00
Principal II	0	0.00
Principal III	0	0.00
Principal IV	3	9.09
<b>Total</b>	<b>33</b>	<b>100.00</b>

These data imply that there are more items for the positions of Head Teachers I to III. This is due to the fact that Head Teachers in schools are responsible in leading the teachers by department or subjects areas of specialization while School Principals take the leadership in the entire school.

Assignment of Head Teachers shall be one per subject area with priority on the core subject areas, namely: English, Math, Science, Filipino and Araling Panlipunan (DepEd Guidelines on the Selection, Promotion and Designation of School Heads, 2019).

Table 6: Numbers of Years in the Service as School Administrators

Number of Years in the Service as a School Administrator/Head	Frequency	Percentage
less than 5 years	19	57.58
5 to 11	9	27.27
12 to 17	3	9.09
18 - 23	0	0.00
24 - 29	1	3.03
30 - 35	0	0.00
36 - above	1	3.03
<b>Total</b>	<b>33</b>	<b>100.00</b>

These data imply that most of the respondents have been serving for less than 10 years as they spent some years of teaching before they were promoted as school administrator.

Applicants to Principal I position must have an experience of at least five (5) years in the aggregate as Head Teacher, Teacher-In-Charge, Master Teacher and Teacher III (DepEd Guidelines on the Selection, Promotion and Designation of School Heads, 2019).



Table 7: Numbers of Years in the Service as School Administrators in the Present Schools

<b>Number of Years in the Service as a School Administrator/Head in the Present School</b>	<b>Frequency</b>	<b>Percentage</b>
1 to 3	17	51.52
4 to 6	11	33.33
7 to 9	2	6.06
10 to 12	2	6.06
13 to 15	1	3.03
<b>Total</b>	<b>33</b>	<b>100.00</b>

These data imply that being promoted to the positions of school administrators as principals or head teachers may require the transfer from one school to another in which the services of the school heads are needed. As the principals are promoted from Principal I to IV, they tend to be assigned to schools in accordance with its category. As the head teachers are promoted, they can either stay in their present school or transfer to another school depending on the availability of vacant positions to be filled.

According to the basic policies stated in DepEd order no.42 series 2007 also known as "The Revised Guidelines

On Selection, Promotion And Designation Of School Heads", the appointment of a school principal shall be non-station specific. Any vacancy for Principal position shall be open to all qualified candidates from within and outside the division where the vacancies exist.

## 2. COMMUNICATION STYLES OF THE SCHOOL ADMINISTRATORS

The second problem in this study was about the perceptions of the school administrators and the teachers on the communications styles of the school administrators which were computed and tabulated according to the four styles such as analytic, intuitive, functional and personal.

Table 8: Analytic Communication Style of the School Administrators

<b>Descriptions</b>	<b>Administrators</b>		<b>Teachers</b>	
	<b>Mean</b>	<b>Verbal Description</b>	<b>Mean</b>	<b>Verbal Description</b>
<b>The school administrator</b>				
1. Likes hard data and real numbers	2.91	Most of the Time	2.75	Most of the Time
2. Is suspicious of people who are not in command of facts and data	2.09	Sometimes	2.44	Sometimes
3. Has little patience for lots of feelings and emotional words in communication	1.91	Sometimes	2.38	Sometimes
4. Is fairly unemotional	2.06	Sometimes	2.32	Sometimes
5. Looks at issues logically and dispassionately	2.58	Most of the Time	2.53	Most of the Time
6. Has high levels of data and informational expertise	3.06	Most of the Time	2.95	Most of the Time
<b>Overall Weighted Mean</b>	<b>2.43</b>	<b>Sometimes</b>	<b>2.56</b>	<b>Most of the Time</b>

Legend: 4 –At All Times, 3 – Most of the Time, 2 – Sometimes, 1 - Never

These data imply that it is essential for the school administrators to develop their expertise in acquiring and processing data and information which are necessary for the job. They should be knowledgeable about important

matters and concerns in the workplace. In addition, it is also necessary that the teachers are updated and knowledgeable about important data and information

which will enable them to perform their responsibilities in schools well.

Restricting functional variation for analytical reasons to document level can be motivated by the fact that technical communicator's work is often defined from the product perspective. For example, it is stated that technical communication takes place when technical communication

produce documentation or write documents. In this context, a document can be understood as any form of meaning-making (Isohella, 2011). Technical communication can be viewed in two ways: "as the process of making and sharing information and ideas – and as a set of applications – the documents" technical communicators create (Markel, 2012).

Table 9: Intuitive Communication Style of the School Administrators

Descriptions	Administrators		Teachers	
	Mean	Verbal Description	Mean	Verbal Description
<b>The school administrator</b>				
<b>Table 3.2 Intuitive Communicator</b>				
1. Avoids getting bogged down in details	2.42	Sometimes	2.59	Most of the Time
2. Likes the big picture	2.70	Most of the Time	2.88	Most of the Time
3. Prefers a broad overview that skips right to the end point	2.64	Most of the Time	2.67	Most of the Time
4. Communicates quickly and direct to the point	3.12	Most of the Time	3.09	Most of the Time
5. Is comfortable with big ideas and out-of-the-box thinking	2.85	Most of the Time	3.03	Most of the Time
6. Enjoys challenging conversation	2.91	Most of the Time	2.93	Most of the Time
<b>Overall Weighted Mean</b>	<b>2.77</b>	<b>Most of the Time</b>	<b>2.86</b>	<b>Most of the Time</b>

Legend: 4 –At All Times, 3 – Most of the Time, 2 – Sometimes, 1 - Never

These data imply that the school administrators are able to develop their intuitions through their experiences in the workplace over time. As they serve in schools, their experiences enable them to acquire learning and to hone their abilities to handle things and to make decisions in addressing matters immediately, comfortably and productively.

Intuitive communication is a communication model that has the most ability to anticipate future events,

situations, feelings, when a person has no clear and firm arguments for a decision but is firmly certain to think and act properly. Certain "unargued" security in communication is the result of intuitive action. Those who use the intuitive model of communication are characterized by features such as enthusiasm, creativity, and determination (Murphy, 2015).

Table 10: Functional Communication Style of the School Administrators

Descriptions	Administrators		Teachers	
	Mean	Verbal Description	Mean	Verbal Description
<b>The school administrator</b>				
<b>Table 3.3 Functional Communicator</b>				
1. Likes process, details, timeliness and well-thought-out plans	3.48	At All Times	3.20	Most of the Time
2. Communicates and displays things in a step-by-step fashion so nothing gets missed	3.55	At All Times	3.23	Most of the Time
3. Thinks about all the important bits of information	3.39	At All Times	3.19	Most of the Time
4. Turns to be the implementer	3.33	At All Times	2.99	Most of the Time
5. Includes every aspect in a situation	3.42	At All Times	3.08	Most of the Time



6. Values the love for process and details	3.58	At All Times	3.24	Most of the Time
<b>Overall Weighted Mean</b>	<b>3.46</b>	<b>At All Times</b>	<b>3.15</b>	<b>Most of the Time</b>

Legend: 4 –At All Times, 3 – Most of the Time, 2 – Sometimes, 1 - Never

These data imply that the school administrators take the lead in translating plans into actions. Most of the respondents observed that the school administrators in their schools make and follow constructive and detailed plans and processes in order to accomplish the activities. The school heads recognize all the significant and specific details so the tasks and responsibilities will be fulfilled organizedly and efficiently.

The leader's main job "is to do, or get done, whatever is not being adequately handled for group needs". If a leader manages, by whatever means, to ensure that all functions critical to performance are taken cared of, then

the leader has done well. Thus, a functional approach to leadership leaves room for wide range of ways to get key functions accomplished, and avoids the impossibility of trying to specify all the particular behaviors or styles that a leader should exhibit in given circumstances (Hackman & Wageman, 2011).

The core idea is that leadership is a matter of seeing to it that certain necessary functions — establishing direction, creating structures and systems, engaging external resources — are fulfilled so that members can accomplish shared purposes.

Table 11: Personal Communication Style of the School Administrators

Descriptions	Administrators		Teachers	
	Mean	Verbal Description	Mean	Verbal Description
<b>The school administrator</b>				
<b>Table 3.4 Personal Communicator</b>				
1. Values emotional language and connection as a mode of discovering what others are really thinking	3.45	At All Times	3.19	Most of the Time
2. Finds value in assessing what people think and how they feel	3.55	At All Times	3.18	Most of the Time
3. Tends to be a good listener	3.64	At All Times	3.33	At All Times
4. Can smooth over conflicts	3.52	At All Times	3.06	Most of the Time
5. Is concerned with health of numerous relationship	3.52	At All Times	3.16	Most of the Time
6. Builds deep personal relationships with others	3.48	At All Times	3.12	Most of the Time
<b>Overall Weighted Mean</b>	<b>3.53</b>	<b>At All Times</b>	<b>3.17</b>	<b>Most of the Time</b>

Legend: 4 –At All Times, 3 – Most of the Time, 2 – Sometimes, 1 - Never

Based on the result of the assessment on the school administrators' communication styles, generally, it is often seen that most of the school administrators in the selected schools are "Personal Communicator" ranked first for both respondents and which garnered the highest total weighted mean of 3.53 with the verbal interpretation of "at all times" according to the administrators and which also garnered the mean of 3.17 with the verbal interpretation of "most of the time" according to the teachers.

These results indicate that the school administrator respondents in this study incorporate and respect personal interaction with their leadership and develop strong

personal relationship with their subordinates. They do not only focus on accomplishing the tasks but they also recognize the vitality of establishing and maintaining healthy and smooth connection with their teachers to ensure that they can work together towards the accomplishments of the schools' goals and success.

Interpersonal communication is as a core part of leadership activity. So that, in order to establish the most fruitful working relationships, it becomes mandatory to get in touch with the behaviour habits of the communicator. In the field of organizational transformation, Luo et al. (2016) studied how leaders can successfully convey change,

improve adherence to the change process and reduce subordinates' fear of change (Luo,et.al, 2016).

### 3. LEADERSHIP EFFECTIVENESS OF THE SCHOOL ADMINISTRATORS

The third problem in this study was about the perceptions of the school administrators and the teachers

on the leadership effectiveness of the school administrators which were computed and tabulated according to the four categories such as individualized consideration, intellectual stimulation, inspirational motivation and idealized influence.

Table 12: Individualized Consideration of the School Administrators

Descriptions	Administrators		Teachers	
	Mean	Verbal Description	Mean	Verbal Description
<b>The school administrator</b>				
1. Serves as a mentor and coach of the teachers	3.88	Very Effective	3.34	Very Effective
2. Is aware of the unique talents that each teacher brings to the workplace	3.76	Very Effective	3.43	Very Effective
3. Keeps communication open	3.82	Very Effective	3.42	Very Effective
4. Gives respect and recognition for individual contributions of teachers to the team	3.79	Very Effective	3.50	Very Effective
5. Supports the teachers in developing and demonstrating the key skills and behaviors	3.79	Very Effective	3.48	Very Effective
6. Places challenges before the teachers	3.58	Very Effective	3.15	Effective
7. Enables the teachers to feel empathy and support	3.76	Very Effective	3.29	Very Effective
8. Enables the teachers to have the will and aspirations for self-development	3.70	Very Effective	3.37	Very Effective
9. Empowers the teachers to have the intrinsic motivation for the tasks	3.67	Very Effective	3.30	Very Effective
10. Empowers the teachers' aspiration to grow and to develop further in the workplace	3.76	Very Effective	3.40	Very Effective
<b>Overall Weighted Mean</b>	<b>3.75</b>	<b>Very Effective</b>	<b>3.37</b>	<b>Very Effective</b>

Legend: 4 – Very Effective, 3 – Effective, 2 – Somewhat Effective, 1 – Not Effective

These data imply that the school administrator respondents are able to recognize the teachers individuality. The school administrators are able to deal and to handle various types of teacher. They are also able to respect the individual differences of the teachers and to give equal opportunities as they encourage and let the teachers express their ideas and showcase their skills in discovering new things and in performing and accomplishing tasks in schools.

Individualized consideration is the inclusion of people into the transformation process of an organization (Conger, 2014). These bring about the need to diagnose their wishes, needs, values and abilities in the right way. This

type of activity leads to higher levels of trust in the leader (Manteklow, 2011). So, besides a global picture, a transformational leader must know what motivates any of his team members individually. Human wishes and needs are different. Some want certainty, some want excitement and change; some prefer money, and some free time. The leader, who is aware of the difference needs and wishes of people, has an opportunity to use all those different demands in the right way (Conger, 2014). By their behaviour, transformational leaders demonstrate acceptance of individual differences and assign the tasks in accordance with their personal affinities (Conger, 2014). Following the progress in performing the individual tasks,

a leader gets a picture of regularity (or irregularity) of his own action of individualized consideration (Bass & Avolio, 2009).

Table 13: Intellectual Stimulation of the School Administrators

Descriptions  The school administrator	Administrators		Teachers	
	Mean	Verbal Description	Mean	Verbal Description
1. Recognizes the teachers through stimulation, creativity and innovation	3.67	Very Effective	3.28	Very Effective
2. Supports and collaborates with the teachers	3.91	Very Effective	3.34	Very Effective
3. Tries new approaches and develops innovative ways in dealing with organizational issues	3.67	Very Effective	3.22	Effective
4. Encourages the teachers to think things out on their own so that they will become independent	3.67	Very Effective	3.18	Effective
5. Stimulates and encourages creativity among the teachers	3.79	Very Effective	3.32	Very Effective
6. Allows the teachers to willingly take risks in performing tasks	3.55	Very Effective	3.19	Effective
7. Allows the teachers willingly contribute ideas	3.76	Very Effective	3.33	Very Effective
8. Develops/motivates the teachers to think and work independently	3.70	Very Effective	3.29	Very Effective
9. Provides the teachers with opportunities to learn in every situation	3.82	Very Effective	3.32	Very Effective
10. Enables the teachers to ask questions, to think deeply about things and to figure out better ways to execute the tasks	3.82	Very Effective	3.37	Very Effective
<b>Overall Weighted Mean</b>	<b>3.73</b>	<b>Very Effective</b>	<b>3.28</b>	<b>Very Effective</b>

Legend: 4 – Very Effective, 3 – Effective, 2 – Somewhat Effective, 1 – Not Effective

These data imply that the school administrator respondents develop their abilities to stimulate the cognitive aspects of their teachers. They lead, encourage and support the teachers to acquire further knowledge, learning and skills independently. They also provide opportunities for the teachers to discover and to try new and innovative ways of executing the tasks at hand.

Positive relationship between intellectual stimulation leadership styles and employees' creativity which challenges employees and energizes them to seek novel approaches to their work (Cheung and Wong, 2011; Yunus & Anuar, 2012).

Intellectual stimulation represents an important component of transformational leadership. Through intellectual stimulation, transformational leaders encourage followers to question their own beliefs, assumptions, and values, and, when appropriate, those of the leader, which may be outdated or inappropriate for solving current problems (Bass & Avolio, 2004; Elkins & Keller, 2013; Sundi, 2013). Anjali and Anand (2015) assert that intellectual stimulation leads to the development of employee commitment to the organization. This, in turn, has implications for the ability of the organization to achieve goals based on the dedication and hard work of employees (Anjali & Anand, 2015).

Table 14: Inspirational Motivation of the School Administrators

Descriptions	Administrators		Teachers	
The school administrator	Mean	Verbal Description	Mean	Verbal Description
1. Articulates an appealing vision that inspires and motivates the teachers to perform beyond expectations	3.79	Very Effective	3.28	Very Effective
2. Has high standards and expectations for the teachers	3.48	Very Effective	3.09	Effective
3. Is optimistic about the teachers' ability to meet the goals	3.76	Very Effective	3.41	Very Effective
4. Always provides meaning to the teachers through showing importance of all duties and responsibilities	3.82	Very Effective	3.28	Very Effective
5. Is able to motivate the teachers to have a strong sense of purpose so they also provide purpose and meaning to drive their group forward	3.82	Very Effective	3.35	Very Effective
6. Encourages the teachers to willingly invest more effort in their tasks	3.85	Very Effective	3.28	Very Effective
7. Challenges the teachers to perform with high standards	3.67	Very Effective	3.21	Effective
8. Motivates the teachers to be optimistic about the future and to invest and believe in their own abilities	3.82	Very Effective	3.40	Very Effective
9. Enables the teachers to provide meanings for the tasks at hand	3.82	Very Effective	3.33	Very Effective
10. Sets his/her visions for the school understandable, precise, powerful and engaging	3.64	Very Effective	3.26	Very Effective
<b>Overall Weighted Mean</b>	<b>3.75</b>	<b>Very Effective</b>	<b>3.29</b>	<b>Very Effective</b>

Legend: 4 – Very Effective, 3 – Effective, 2 – Somewhat Effective, 1 – Not Effective

These data imply that the school administrator respondents inspire and motivate the teachers to perform their duties well and to contribute meaningfully in achieving the success and accomplishments of the schools' goals. They also inspire, guide and support the teachers to continuously attain professional growth and personal development that will enable them to fulfill the tasks and to meet the aims with high quality and standards.

Inspirational motivation makes use of behaviour to motivate and inspire employees by offering a shared meaning and a challenge to the followers (McCleskey, 2014). The leader offers meaning and challenge that motivates and inspires the work of the employees. In this regard, the leader promotes team spirit, enthusiasm, and optimism in their followers by involving them in a positive vision of the future and by communicating high expectations that followers want to achieve (Gomes, 2014).

The alignment of individual needs with the needs of an organization is a fundamental strategy of inspirational motivation. Transformational leaders attempt to nurture the spirit of teamwork and commitment by clarifying the vision, mission and strategic goals of the organization and creating a strong sense of determination among the employees (Renjith et al., 2015). Inspirational motivation translates to confidently and positively communicating the vision, showing energy and enthusiasm in order to create an appealing and convincing vision (Popa, 2012).

Transformational leaders should, therefore, behave in such a way, which motivates and inspires employees (Sundi, 2013). Such behaviour includes implicitly showing enthusiasm and optimism of employees, stimulating team work, pointing out positive results, advantages, emphasizing aims, stimulating employees.

Table 15: Idealized Influence of the School Administrators

Descriptions	Administrators		Teachers	
	Mean	Verbal Description	Mean	Verbal Description
<b>The school administrator</b>				
1. Enhances the performance of teachers and their satisfaction with their job in the organization	3.70	Very Effective	3.31	Very Effective
2. Stimulates teachers to be more productive in performing their duties and tasks and get them done on time	3.82	Very Effective	3.36	Very Effective
3. Stimulates the teachers to follow orders or to respond immediately	3.70	Very Effective	3.42	Very Effective
4. Enables the school to have good outcomes and performances, adds productivity to achieve the goals of the organization	3.73	Very Effective	3.44	Very Effective
5. Empowers the teachers to their team members	3.76	Very Effective	3.34	Very Effective
6. Builds good working relationships with the teachers and fellow school heads	3.79	Very Effective	3.52	Very Effective
7. Establishes professional working environment in the school	3.79	Very Effective	3.41	Very Effective
8. Gives the teachers clear instructions and orders to accomplish the tasks	3.76	Very Effective	3.46	Very Effective
9. Collaborates with the teachers in accomplishing the tasks	3.76	Very Effective	3.40	Very Effective
10. Leads the teachers in accomplishing school work	3.82	Very Effective	3.48	Very Effective
<b>Overall Weighted Mean</b>	<b>3.76</b>	<b>Very Effective</b>	<b>3.41</b>	<b>Very Effective</b>

Legend: 4 – Very Effective, 3 – Effective, 2 – Somewhat Effective, 1 – Not Effective

Based on the result of the assessment on the school administrators' leadership effectiveness, generally, the overall all weighted means in all areas of leadership efficacy are translated as "very effective". These data indicate that most of the school administrators have good leadership in terms of idealized influence for the completion of the tasks as the teachers are inspired mentally, driven and encouraged inspiration to perform their duties well. The school administrator respondents are able to lead their teachers towards the accomplishment of the tasks as they collaborate with their subordinates in a professional working environment. The school heads are able to enhance and to ensure the good performances of the teachers as they are empowered and satisfied with the school administrators' leadership and their job in the school institutions.

Leaders are fundamental to organisational success (Araujo-Cabrera, Suarez-Acosta & Aguiar-Quintana 2016; Muchiri et al. 2011; Murschetz 2005); accordingly, it is crucial that they be successful. Considerable reports have documented transformational leadership's beneficial

impacts in different contexts (Dong et al., 2017). In other words, transformational leadership is especially important in defining the sense of work for followers (Rosso et al., 2011). Wu et al. (2011) theorized transformational leadership as two sets of attitudes, respectively, individual- and group-focused leadership behaviour. In another vein, scholars have also established the partnership- and task-focused dimension framework of transformational leadership (Wang et al., 2011).

In the idealized influence element of transformational leadership, the leaders behave in ways that lead to them being role models for their followers. The leader therefore turns out to be admired, respected, and trusted by the followers who in turn want to emulate the leader. The followers also acknowledge extraordinary capabilities, persistence, and determination in their leader and the leader is evidently willing to take risks to achieve organizational or personal goals but adopts an ethical and moral conduct while doing that (Gomes, 2014). Idealized influence can be explained within the organization in the context of knowledge creation. The term idealized

influence means simply being influential over ideals. At the highest level of morality, leaders and their employees may dedicate themselves to the best ideals. Knowledge systems emanate from individuals with the capability to display knowledge using their association. These interactions between individuals bring in social relationships when the organization deals with a bigger social collective network which needs idealized influence also (Simola et al., 2012). Leaders set the platform for success by nurturing the right company conditions. For focused performance information use, fostering objective

transparency and a developmental culture are the right settings (Moynihan et al., 2011).

#### 4. SIGNIFICANT RELATIONSHIP BETWEEN THE COMMUNICATION STYLES AND THE LEADERSHIP EFFECTIVENESS OF THE SCHOOL ADMINISTRATORS

The fourth problem in this study was about the significant relationship between the communication styles and the leadership effectiveness of the school administrators which was tabulated, computed and tested.

Table 16: Significant Relationship Between the Communication Styles and the Leadership Effectiveness of the School Administrators

ComStyle		IndCons	IntStim	InsMoti	IdeInfl
Analytic	Correlation Coefficient	-0.021	0.039	-0.046	0.157
Intuitive	Correlation Coefficient	0.288	0.333	0.221	0.263
Functional	Correlation Coefficient	0.691**	0.629**	0.607**	0.567**
Personal	Correlation Coefficient	0.711**	0.714**	0.595**	0.610**

Legend: ComStyle – Communication Style; IndCons – Individualized Consideration; IntStim – Intellectual Stimulation; InsMoti – Inspirational Motivation; IdeInflu – Idealized Influence

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

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

This table reveals the significant relationship between the communication styles and leadership effectiveness of the respondents. It is shown that Functional Communicator was favorably correlated with leadership effectiveness in terms of individual consideration ( $r = 0.691$ ), intellectual stimulation ( $r = 0.629$ ), inspirational motivation ( $r = 0.607$ ) and idealized influence ( $r = 0.567$ ). This meant that the higher degree of functional communication the respondents had, the greater the leadership efficacy as to human consideration, intellectual stimulation, inspirational encouragement and idealized influence among the subordinates. The hypothesis of no significant relationship is rejected.

In addition, Personal Communicator was positively correlated with leadership effectiveness in terms of individual consideration ( $r = 0.711$ ), intellectual stimulation ( $r = 0.714$ ), inspirational motivation ( $r = 0.595$ ) and idealized influence among subordinates ( $r = 0.610$ ). This meant that the higher level of personal communication the respondents have, the better the leadership effectiveness as to individual consideration, intellectual stimulation, inspirational motivation and idealized influence among the subordinates. The hypothesis of no significant relationship is rejected.

These statistics suggest that some school administrators who are functional communicators and personal communicators appear to be more successful when it comes to their leadership. Those school leaders who are functional communicators who respect procedures, information, and timeliness are able to carry out well-thought-out strategies. They prefer to be the implementers who inspire their subordinates to achieve the school objectives. In addition, certain school leaders who are personal communicators who develop strong relationships and interactions with their teachers and other subordinates are more likely to inspire and guide them towards the accomplishment of the school activities and priorities. As the school leaders respect emotional language and prefer to be effective listeners, they are more capable of smoothing over tensions in the organisation that could obstruct the progress of the schools in achieving their goals.

The qualities of a leader are dictated by the particularities of his or her communication patterns, which is a fundamental consideration where the efficiency and effectiveness of an organisation are concerned (Radu & Ramona, 2014), . In addition, a capable leader is one who controls subordinates in a beneficial manner to achieve the



goals set by the company (Nanjundeswaraswamy & Swamy, 2014).

#### IV. CONCLUSION AND RECOMMENDATIONS

##### CONCLUSIONS

Based on the summary of findings in the study, the following conclusions were derived:

There were more female school administrators than male who participated as respondents in this survey. More females were promoted as school administrators heads. As they became more diligent in their pursuit of advanced degrees in higher education and other similar qualifications and criteria that prepared them to serve and lead as school administrators.

Being school administrators need sufficient time, credible experiences and fruitful duration of services in the educational institution to be prepared with the expertise and skills of being successful and efficient school leaders.

Postgraduate schooling to learn additional experience and to continue in honing one's competency and expertise is necessary to becoming a school administrator. The achievement of postgraduate education is helpful for them to become more eligible for the job as school administrator.

Being elevated to a position of school administrator one might be expected to move from one school to another whereby the services of the school heads is needed.

School administrators incorporate and respect personal interaction in their leadership and develop strong personal relationship with their subordinates, the students. In addition, the respondents often provide high significance to the schedules, procedures, relevant information and aspects that are important in the actualization of their roles and obligations as school administrators. These stressed that school administrators should be effective instructional leaders who are able to lead, encourage and direct the teachers in fulfilling their duties well.

Aside from being effective instructional leaders, school administrators can also be transformational leaders who are willing to influence and support the teachers through personal interaction and collaboration. It is important for the school administrators to develop professional and personal relationship with the teachers to ensure the accomplishment and achievement of the schools' goals.

School administrators who were also respondents in this study were viewed and identified as personal communicators and practical communicators. Most of

them have good leadership towards the completion of assignments as the teachers are excited mentally, motivated, empowered and guided to fulfill their duties well.

School administrators who acquired postgraduate schooling, at least MAEd or MA units, have greater intuitive communication for the purpose that through their studying and interactions as school administrators apart from gaining higher education, they are able to improve their abilities in immediate comprehension and perceptive insights.

The older the school administrators are, the greater the academic stimulation they provide to teachers. As the school administrators get older, they are able to acquire more relevant and authentic experiences and real-life lessons which allow them to stimulate themselves and their teachers' cognition. They are able to impart their experience, expertise and competencies to empower and inspire the teachers to be accountable, imaginative and willing to fulfill their duties and responsibilities well.

The higher level of practical coordination and personal contact the school heads provide, the greater the leadership effectiveness as to individual consideration, intellectual satisfaction, inspirational encouragement and job fulfillment among the subordinates.

School managers who use functional collaboration and personal communication prefer to actualize transformational leadership in the workplace and are more successful when it comes to their leadership.

The administrators and the teachers have varying views when it comes to the school administrators' contact patterns and leadership efficacy. As the teachers are influenced by the manner on how the school administrators deal and communicate with them, the school administrators should understand the relevance of how the teachers perceive their communication styles and leadership effectiveness so that they can be able to develop strong connection and rapport with their teachers and ensure the accomplishment of the schools' goals.

Generally, it can be inferred from the outcome of this research that the communication styles which are used by the school administrators have impacts on their leadership effectiveness. In order for the school administrators to be successful school leaders, it is highly significant to use communication styles which will work better with their subordinates especially the teachers.

The school administrators should create the balance between the execution and the fulfillment of the tasks and goals and the good personal relationship and interaction with their subordinates. Through this, they will be able to

be successful transformational leaders who will guide the schools towards progress and achievement of goals.

### RECOMMENDATIONS

Based on the summary of findings and the conclusions formulated in this study, the researcher came up with the following recommendations:

1. Teachers who aspire to become school principals or school heads may continue to learn and enhance their expertise, skills and competencies through postgraduate education, training, seminars and experiences which will equip them with standards and qualifications that are required in becoming school administrators.
2. School administrators can take cognizance of teachers perception about their communication styles and leadership effectiveness and adapt their styles accordingly for the successful attainment of school goals.
3. School administrators may strive and plan to become instructional, transactional and transformational leaders who are able to concentrate in providing instructions and guidance and also in encouraging and empowering their subordinates in performing their duties and responsibilities well. It would be of high importance if the school administrators are able to develop good professional and personal ties with their teachers.
4. School administrators may aim to be more like practical communicators and personal communicators who understand the importance of schedules, procedures, essential information and aspects that are relevant in the actualization of their duties and responsibilities and who, at the same time, incorporate and respect personal connection and develop good personal relationship with the teachers. This is to ensure that the teachers are stimulated, motivated and empowered by their superiors to give their best in fulfilling their duties.
5. School administrators should become aware of their communication styles in communicating with their subordinates. They can decide which style is better for a particular person or situation. They should be able to build and improve their contact styles in order for them to attain leadership efficacy in terms of individualized attention, academic stimulation, inspirational support and job fulfillment among the teachers and other school staff.
6. School administrators can aspire to be transactional leaders who value order and structure, focus on results, conform to the existing structure of an organization and measure success according to that organization's system aside from being transformational leaders who empower the teachers by their successful communication and leadership styles.

7. School administrators should be aware that their personal perceptions on their communication styles and leadership effectiveness can possible be diverse with the perception of the teachers. They should assess how their communication styles affect their subordinates which contribute a lot in effective leadership.

8. Future scholars can pursue more studies on communication styles and leadership effectiveness.

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## APPENDIX

### Proposed Enhancement Plan

#### Administrators' Communication Styles and Their Leadership Effectiveness:

##### Proposed Enhancement Plan

KEY RESULTS AREAS	OBJECTIVES	ACTIVITIES/ INTERVENTIONS (STRATEGIES)	PERS ONS INVO LVED	TIMELIN E	BUDGET or RESOURC ES NEEDED	SUCCESS INDICATORS
<b>COMMUNICATION STYLES</b>						
<b>1. Analytic Communication Style</b> <ul style="list-style-type: none"> <li>Has little patience for lots of feelings and emotional words in communication</li> <li>Is fairly unemotional</li> </ul>	<ul style="list-style-type: none"> <li>Establish a working environment that has balance and respect between information, actions and emotions</li> <li>Recognize the value of distinguishing the teachers' emotions and feelings and enhance the interpersonal skills in dealing with them appropriately</li> <li>Set specific goals and clear objectives among the school heads and the teachers in acquiring,</li> </ul>	<ul style="list-style-type: none"> <li>Assess the impacts of the communication style through internal feedback and external feedbacks from the teachers</li> <li>Conduct team-building activities during In-Service training and LAC sessions</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Head Teachers</li> <li>Teachers</li> </ul>	Year Round	<ul style="list-style-type: none"> <li>School Fund</li> <li>Personal Fund</li> </ul>	<ul style="list-style-type: none"> <li>Improved and enhanced working environment that promote productivity</li> <li>Motivated teachers</li> <li>Reliable and dependable teachers</li> </ul>

<ul style="list-style-type: none"> <li>Is suspicious of people who are not in command of facts and data</li> </ul>	accessing and disseminating important facts and data in the workplace.					
<b>2. Intuitive Communication Style</b> <ul style="list-style-type: none"> <li>Avoids getting bogged down in details</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the school heads information-processing skills that enable them to deal with lots of important information in the workplace meaningfully</li> <li>Develop and improve informational expertise that contribute meaningfully in the actualization and accomplishment of the school goals</li> </ul>	<ul style="list-style-type: none"> <li>Formulate plans and set goals to attain in the target areas</li> <li>Conduct brainstorming or meeting with the teachers in presenting and processing important information</li> <li>Conduct In-Service training and LAC sessions</li> <li>Attend training and seminars that will enhance the informational expertise in communication and in leadership</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Head Teachers</li> <li>Teachers</li> </ul>	Year Round	<ul style="list-style-type: none"> <li>School Fund</li> <li>Personal Fund</li> </ul>	<ul style="list-style-type: none"> <li>Efficient information-processing skills of the people in the school environment</li> <li>Smooth flow of communication and transactions in the workplace</li> <li>Well-informed teachers</li> </ul>
<b>3. Functional Communication Style</b> <ul style="list-style-type: none"> <li>Turns to be the implementer</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the teachers to perform their duties well by serving as the role model who actualize the plans and transform them into actions</li> </ul>	<ul style="list-style-type: none"> <li>Assess the impacts of the communication style through internal feedback and external feedbacks from the teachers</li> <li>Conduct In-Service training and LAC sessions</li> <li>Attend training and seminars that will enhance the communication and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Head Teachers</li> <li>Teachers</li> </ul>	Year Round	<ul style="list-style-type: none"> <li>School Fund</li> <li>Personal Fund</li> </ul>	<ul style="list-style-type: none"> <li>Accomplished tasks and implemented plans</li> <li>Motivated teachers</li> <li>Functional/performing teachers</li> </ul>
<b>4. Personal Communication</b> <ul style="list-style-type: none"> <li>Values emotional language and connection as a mode of discovering what others are really thinking</li> <li>Can smooth over conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen the ability to recognize and respect their subordinates' languages in expressing their ideas and feelings</li> <li>Empower the working relationship by establishing good personal connections to understand and support one another, to overcome the</li> </ul>	<ul style="list-style-type: none"> <li>Assess the impacts of the communication style through internal feedback and external feedbacks from the teachers</li> <li>Conduct brainstorming or meeting with the teachers in dealing with conflicts professionally and</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Head Teachers</li> <li>Teachers</li> </ul>	Year Round	<ul style="list-style-type: none"> <li>School Fund</li> <li>Personal Fund</li> </ul>	<ul style="list-style-type: none"> <li>Smooth and efficient flow of communication and transactions in the workplace</li> <li>Established good working relationships and collaboration in the organization</li> </ul>



	<p>challenges and conflicts, and to attain the success of the organization</p> <ul style="list-style-type: none"> <li>Establish a working environment wherein the school heads and the teachers both feel valued, understood and respected</li> </ul>	<p>meaningfully</p> <ul style="list-style-type: none"> <li>Conduct team-building activities during In-Service training and LAC sessions</li> <li>Attend training and seminars that will enhance the communication and leadership skills</li> <li>Provide open and equal opportunities for all to share ideas and feelings in appropriate manners</li> </ul>				<ul style="list-style-type: none"> <li>Accomplished tasks and implemented plans</li> <li>Empowered teachers</li> </ul>
<b>LEADERSHIP EFFECTIVENESS</b>						
<p><b>1. Individualized Consideration</b></p> <ul style="list-style-type: none"> <li>Places challenges before teachers</li> </ul>	<ul style="list-style-type: none"> <li>Continuously empower and support the teachers in developing and demonstrating their key skills in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Conduct close monitoring and supervision</li> <li>Conduct coaching and mentoring</li> <li>Provide full support, guidance and assistance</li> <li>Conduct regular In-Service training and LAC (Learning Action Cell) sessions</li> <li>Conduct Team-building activities</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Head Teachers</li> <li>Teachers</li> </ul>	Year Round	<ul style="list-style-type: none"> <li>School Fund</li> <li>Personal Fund</li> </ul>	<ul style="list-style-type: none"> <li>Effective and motivating leadership</li> <li>Empowered, productive and performing teachers</li> <li>Better performances of school heads and teachers</li> </ul>
<p><b>2. Intellectual Stimulation</b></p> <ul style="list-style-type: none"> <li>Allows teachers to willingly take risks in performing tasks</li> <li>Encourages the teachers to think things out on their own so that they will become independent</li> </ul>	<ul style="list-style-type: none"> <li>Encourage and enable the teachers to perform their tasks and deal with things independently, responsibly and accountably</li> <li>Strengthen the teachers' aspirations and provide more opportunities for the teachers to stimulate new approaches and to develop innovative ways in accomplishing the tasks</li> </ul>	<ul style="list-style-type: none"> <li>Provide full support, guidance and assistance</li> <li>Conduct regular In-Service training and LAC (Learning Action Cell) sessions</li> <li>Conduct Team-building activities</li> <li>Provide opportunities and encourage the teachers to attend seminars and trainings that will enable them to discover new learning and to hone their competencies to perform the job well</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Head Teachers</li> <li>Teachers</li> </ul>	Year Round	<ul style="list-style-type: none"> <li>School Fund</li> <li>Personal Fund</li> </ul>	<ul style="list-style-type: none"> <li>Effective and encouraging leadership</li> <li>Independent, determined, willing, responsible and accountable teachers</li> <li>Better performances of school heads and teachers</li> </ul>

<p><b>3. Inspirational Motivation</b></p> <ul style="list-style-type: none"> <li>Has high standards and expectations for the teachers</li> </ul>	<ul style="list-style-type: none"> <li>Uphold the vision and standards that encourages the teachers to perform beyond expectations and to develop strong sense of purpose and meaning to contribute in driving the organization towards success</li> </ul>	<ul style="list-style-type: none"> <li>Conduct close monitoring and supervision</li> <li>Conduct coaching and mentoring</li> <li>Provide full support, guidance and assistance</li> <li>Conduct regular In-Service training and LAC session</li> <li>Provide opportunities and encourage the teachers to attend seminars and trainings that will enable them to discover new learning , to update their knowledge and to hone their competencies to perform the job well</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Head Teachers</li> <li>Teachers</li> </ul>	<p>Year Round</p>	<ul style="list-style-type: none"> <li>School Fund</li> <li>Personal Fund</li> </ul>	<ul style="list-style-type: none"> <li>Effective leadership</li> <li>Motivated and productive school heads and teachers</li> <li>Better performances of school heads and teachers</li> </ul>
<p><b>4. Idealized Influence</b></p> <ul style="list-style-type: none"> <li>Enhances the performance of teachers and their satisfaction with their job in the organization</li> <li>Stimulates the teachers to follow orders or to respond immediately</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities that will elevate the performances and job satisfactions of the teachers to sustain their productivity in performing duties, to have good outcomes and performances, and to achieve the goals of the organization</li> <li>Establish a working environment wherein the teachers are motivated to willingly give their best in performing their duties and in accomplishing the tasks</li> </ul>	<ul style="list-style-type: none"> <li>Conduct close monitoring and supervision</li> <li>Conduct coaching and mentoring</li> <li>Provide full support, guidance and assistance</li> <li>Conduct regular In-Service training and LAC session</li> <li>Conduct Team-building activities</li> <li>Provide opportunities and encourage the teachers to attend seminars and trainings that will enable them to discover new learning and to hone their competencies to perform the job well</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Head Teachers</li> <li>Teachers</li> </ul>	<p>Year Round</p>	<ul style="list-style-type: none"> <li>School Fund</li> <li>Personal Fund</li> </ul>	<ul style="list-style-type: none"> <li>Effective leadership</li> <li>Motivated and productive school heads and teachers</li> <li>Better performances of school heads and teachers</li> <li>Conducive working environment</li> <li>Accomplished tasks and implemented plans</li> </ul>