Research Article

Innovative Leadership Practices and Management Styles of School Heads in the Schools Division of Bulacan

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ABSTRACT

The study aimed to describe and examine school heads' innovative leadership practices and management styles among school heads assigned in Bustos District in the Schools Division of Bulacan. The study was participated by thirteen (13) school heads who were purposively drawn by the researchers. Results revealed that school heads always practiced innovative leadership practices in terms of strategic thinking, innovative thinking, action patterns and interpersonal skills. Hence, school heads always practiced sound management styles which enabled them to create sound and efficient managerial and supervisory functions. Further, strategic thinking is negatively correlated with instructional leadership as implemented by the school heads.

Keywords: *Innovative Leadership Practices, Management Styles, School Heads*

Introduction

Background of the Study

Administration and supervision in the academes under the Philippine Educational System is one of the integral mechanisms in the promotion of quality-based education among academic institutions in the basic education program both in private and public educational sectors. It requires a progressive and adaptive nature of leadership so that all entities within the school's operations are intact and functional. Meanwhile, as the new normal education posed greater challenges and set-up, innovation and continuous development on school administration is sought thereby influencing school administrators to create an innovative school environment whereby all functions are susceptible for changes and rapid developments as day-to-day interaction varies from one point to another. This prevailing condition led the researcher interest to pursue this present study and examine the relationship of innovative leadership attitude and managerial practices exemplified by school administrators in the Schools Division of Bulacan. Managerial practices are described in the study of Ganaden (2020) that it involved personal excellence, stakeholder engagement, managerial

leadership and instructional leadership. Meanwhile, this study found that in the study of Olson (2012) examined that innovative leadership attitude qualified with individuals who exhibited creativity and innovation in the course of managing an organization.

In the study of Cruz (2016) revealed that schools heads exhibited very satisfactory in performing their managerial functions in all management areas identified such areas of management namely, vision-mission goals, curriculum and instructional management, financial and budgeting management, school-plant facilities, students services management and management of school improvement plan. Further, it also revealed that there were significant differences in the managerial performance areas identified. More specifically, financial and budgeting management examined as the most poorly management. To this effect, this study suggested an enhancement plan that maybe used in improving their functions and providing key development programs.

In the words of Villanueva et.al. (2018) which they argued that school administrators in Nueva Ecija were competent in terms of interpersonal, leadership, and supervisory skills were regarded as evident by both the school and their teachers. Further, inter-relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills showed significant associations between the school head's decision making and their managerial skills in planning and organizing thereby concluding that School Heads' leadership was evident.

Gabriel and Cruz (2018) revealed that there were changes occurred in the professional relationships between the schools' supervisor and teachers in curriculum and instructional management as they work towards the sound implementation of school improvement plan.

Baesu and Bejinaru (2015) discussed that innovative approach we bring is a specific approach regarding the emotional intelligence influence on leadership styles. Results revealed that effective leadership styles and thus we propose innovative strategies to enhance these.

In the study of Price (2012) revealed that innovative attitudes of principals and teachers create an atmosphere for learning which influenced effectiveness. Results showed also that affective, cathectic responses from interpersonal principal–teacher relationships explain variation in school professionals' satisfaction, cohesion, and commitment became one of the innovative attitudes that are evident among school administrators.

In the words of Aquino (2012) posited that it is generally accepted that evaluation includes the procedures, techniques, and criteria involved in gathering and processing evidence needed to make decisions and judgments and that these decisions and judgments may be related to the curriculum, teaching strategies, instructional media, student's progress, and other aspects of the educational programs. Among the purposes served by an effective system of evaluation are to clarify goals and objectives, to determine the extent to which objectives have been achieved, to assess alternative approaches to instruction, to identify needed changes in the instructional programs, to gather evidence for use in reporting student progress, and to interpret the instructional program through contacts with parents and through accountability system and other means.

To engage with recent changes in language policy in the Philippines. These changes have been designed to raise the status of local languages or mother tongues which have been disempowered by at least a century of policies that have privileged English. We argue, based on an attitudinal survey on language and education, that policies supportive of local languages need to be implemented along with widespread initiatives that will attempt to change the way Filipinos perceive their own languages. Mahboob and Tilakaratna (2012) argued that collaboration between all stakeholders is necessary for an empowering language policy. They write that "these stakeholders should be given power to influence the design of policy, curriculum, and textbooks so that these policies are understood, accepted, and translated into appropriate practice". If there is enough collaboration, then the hegemonic position of English can be problematized and the position of local languages can be truly strengthened.

Meanwhile, in the study of Acosta and Acosta (2016) conducted a study about the readiness of higher education institutions in the Philippines to the implementation of the Senior High School program of the new K-12 curriculum. The findings reveal five predisposing factors, namely: eligibility, staffing guidelines, course streamlining, workforce surplus management, and alternative programs to be determinants of senior high school readiness among college teachers and higher education institutions that will ensure sustainability and the promotion and protection of the welfare of the affected faculty and other employees in the higher education sector.

According to Catherine Augustine et. al. (2009) which they discussed that action to combine school area and state methodologies so principals can focus more on upgrading teaching and learning. Approach association is troublesome, the examination finds, yet in states that have picked up the most ground toward it, principals state they are better prepared to give greater chance to upgrading direction. Instructional Leadership - Manages the methodology and procedures in watching understudy achievement, school-related parts, school activity is second just to teaching in its potential impact on understudy learning. Instructional activity is an essential piece of school organization. Created by instructional pioneers is to ensure that each understudy gets the most significant quality direction consistently. Doing all things considered requires that instructional pioneer's lead for the improvement of the idea of teaching and for the upgrade of understudy learning.

On the other hand, school principals' thought their capacities to help instructors through classroom resources was simply subject to their component of power over them and their feelings in regards to whether they could have any sort of impact in classroom direction. Principals' feelings in regards to whether instructional support could have any sort of impact in classroom direction was the most basic factor related to principals' sentiment of point of confinement as for giving instructional supervision and master progression, while their component of control was the huger factor related to principals' sentiment of breaking point

with respect to giving classroom resources. Results also shown that principals' feelings with respect to whether instructional sponsorships were convincing in supporting teachers' classroom direction were dependent upon how suitable they think they are as school principals and how skilled they think their educators are in overseeing understudy achievement.

In view of the investigation of Lin Lee and Chiu (2017), they inspected the assortment of authority ways to deal with educator proficient improvement in Hong Kong schools uncovers that Band One school principals influence school-based administration adequately by embracing exploratory ways to deal with instructional initiative, which upgrades instructor responsibility to understudy learning. The reason for the investigation was to investigate how principals' administration ways to deal with instructor proficient improvement emerge from school banding and may affect upon educator proficient capital and understudy accomplishment. Contextual analysis was arranged inside the setting of school-based administration, involving intelligent records of nine school principals.

Previous studies cited by the researchers showed that managerial practices and innovative leadership attitude were measured differently. This plunged the researcher's interest to examine their relationship which may affect school administration thereby proposing program intervention to enhance school leadership.

Theoretical Framework

This study is anchored on the Leader-Member Innovation Theory. Thus, it says that the psychology of leadership and ways in which leaders can be most effective has historically been a topic of considerable interest, but has attracted even greater attention over the past few decades. The manner in which leaders incorporate humor into their organizations is an important area of this research because it often plays a key role in how leaders communicate with their employees. Leader–member exchange (LMX) theory suggests that leaders and followers develop unique relationships based on their social exchanges, and the quality of these exchanges within an organization can

influence employee outcomes (Graen & Uhl-Bien, 1995; Liden et al., 1997). The theory also suggested that efficient use of strategic thinking, innovative thinking, exposure and mastery of the skills, the actions being undertaken and the communication skills should link with the prevailing standards of the organizations and the practices circulating the system in order to meet the total productivity and efficiency of the organization.

Statement of the Problem

This study aimed to describe and examine the innovative leadership practices and management styles of school heads in Bustos District in the Schools Division of Bulacan for the School Year 2021-2022. Specifically, it ought to answer the following questions:

1. How may innovative leadership practices of the school heads be described in terms of strategic thinking, innovative thinking, action patterns and interpersonal skills?
2. How may management styles of school heads be described in terms of instructional leadership, democratic style, stakeholder management and fiscal management?
3. Is there a significant relationship between the innovative leadership practices and management styles of school heads in the delivery of their functions as school leaders?

Methods
Research Design

This study utilized a descriptive correlational research to describe the innovative leadership practices and management styles of school heads in Bustos District in the Schools Division of Bulacan. Hence, it examined if there would be significant relationship between innovative leadership practices and management styles of school heads. On one hand, Khan (2006) defined descriptive correlational as a tool when describing the naturally occurring phenomenon while investigating the relationship between variables. This research study will describe the demographic profile of the respondents, their innovative leadership attitude and managerial practices. Meanwhile, this study will try to examine whether there will be significant relationship between the profile of the respondents and their innovative leadership attitude as well as their managerial practices in their respective assigned schools in the Schools Division of Bulacan.

Respondents

Subject respondents of the study were the public elementary school heads in Bustos District. There were thirteen (13) school heads who participated in the study. They were purposively drawn in the study. Selection criteria were established such as; (1) supervisory and managerial position, (2) must hold Principal I to Principal IV position only and (3) willing to participate in the study.

Research Instrument

Instrument has important functions in this research. Instrument is one of the significant steps in conducting this research. Therefore, the researcher utilized survey-questionnaire as an instrument in the process of collecting data. Sanders (2011) is a general term utilized as measuring mechanism such as questionnaire for survey research. This questionnaire was designed by the researchers in two separate segments. One will accord to the innovative leadership practices and the other one, contained items on management styles. Answers of the respondents were measured through a Likert Scale of (4) Always Practiced, (3) Practiced (2) Often Practiced and (1) Not Practiced. Meanwhile, to validate the answers postulated in the survey-questionnaire, unstructured interview was also designed. On the other hand, to ensure the validity and reliability of the instrument, pre-testing was conducted among the non-included school heads and teachers precisely those who are teaching in other school divisions. As such, the instrument obtained a Cronbach alpha reliability testing result of (a= 0.784) which signified that the instrument was accepted and also obtained a qualitatively rating of "Good" which likewise showed that it would measure the variables under study with consistency and objectively.

Data Collection and Analysis

The survey questionnaire was administered as deemed agreed by the selected re-

spondents since they were given informed consent which contained credible information about the nature of the undertaking. Also, respondents were given informed consent as to profound their willingness in participating in the study. Meanwhile, respondents received a google form link which contained the items in the survey-questionnaire. The researcher used google form as their data gathering platform to float their questionnaire. Google form link was sent through respondents' personal Facebook messenger accounts. After all the responses have been collected, organization and creation of separate document were made to store the raw data gathered. Meanwhile, for consistency of data gathering procedure, there were follow up questions to the respondents that verified their answers from the survey instrument. The same were administered through emails and personal interviews as well. When survey questionnaires have all been collected, all data for each set of questions were tabulated accordingly. The process of data analysis constituted descriptive statistics and inferential statistics. The analysis on innovative leadership practices and management styles school heads, use of frequency, mean and weighted mean were employed. Meanwhile, the Spearman Coefficient Product Moment Correlation Tool was utilized to establish if there would be significant relationship between innovative leadership practices and management styles of school heads as they discharge their functions as school leaders.

Results and Discussion

Table 1. Innovative Leadership Practices of School Heads

Items	WM	VI
Formulate Long-term plan	3.58	Always Practiced
Spearhead comprehensive action planning	3.63	Always Practiced
Ensure competitive advantage	3.58	Always Practiced
Active participation of stakeholders	3.47	Always Practiced
Maximize resources	3.93	Always Practiced
Average Weighted Mean	**3.64**	Always Practiced
Include current trends in education	3.65	Always Practiced
Create fusion of reality and creativity in leadership	3.68	Always Practiced
Introduce new craft in management and supervision	3.65	Always Practiced
Process diverse form of knowledge	3.58	Always Practiced
Formulate new idea in supervisory and managerial levels	3.61	Always Practiced
Average Weighted Mean	**3.63**	Always Practiced
Consistent on effective managerial and supervisory actions	3.61	Always Practiced
Consistent to planning and actions	3.53	Always Practiced
Filter impactful actions on management and supervision	3.71	Always Practiced
Lead with intensive propriety	3.65	Always Practiced
Average Weighted Mean	**3.63**	Always Practiced
Show self-confidence	3.48	Always Practiced
Adhere to effective communication systems	3.64	Always Practiced
Show positive attitude and respect to subordinates' ideas	3.53	Always Practiced
Show greater empathy	3.81	Always Practiced
Maintain openness and feedback	3.75	Always Practiced
Average Weighted Mean	**3.64**	Always Practiced

Strategic Thinking. The respondents were able to spearhead henceforth, organize comprehensive action planning (wm=3.63). This signifies that the respondents always practiced the objectivity and specificity of actions which led to the successful conduct of every program and project which their schools initiated. Notably, that through comprehensive planning school heads were able to meet the desired expectations attached to their functions as school

leaders. This may also imply that they were continually searching to significantly improve their leadership inspite of the greater demands and constraints confronted in the exercise of their roles and functions. As supported in the study of Rodado and Oliva (2013) they discussed that successful school leaders began their actions with comprehensive planning thereby putting plans strategically and those that can be realized even the lowest rank employee in the academe.

Innovative Thinking. Creativity and strong attachment to what are happening on grounds in the academes are manifested by the school heads (wm=3.68). The result shows that schools heads always practiced creativity and innovation as they lead and supervise their subordinates. Their creativity included the utilization of diverse leadership approaches that helped their teachers and other employees felt motivated while remained rooted in the successful fulfillment of their roles and responsibilities. As shown, they also created wide avenue to search for ideas and new meaning that would amount to the success of the academic institution they lead. As supported by the study of Sario (2012) that educational praxis is an indication of innovative leadership styles for school leaders. Thus, it revealed that theories are practiced while considering the non-conventional forms of implementation or action relative to the theories being practiced among academes.

Action Patterns. Careful selection or filtration as to the impactful actions on management and supervision (wm=3.71) are always practiced by the school heads. The result shows that school heads carefully select their managerial approaches by merely stressing which of them posed greater significance in the organization. To this effect, school heads are able to draw coherence and highly engaging leadership ambiance among their subordinates. As supported by the study of Badlon and Gempes (2008) which they revealed that consistency of evaluating workable environment is one of the most significant factors of influencing subordinates in the academes because they felt that they are included and every single act is recognized as a significant contribution in the success of the organization.

Interpersonal Skills. Appreciation and expression of true understanding to their subordinates' current emotional state relating to work and practice of the profession in the academes (wm=3.81). The result shows that school heads provided effective communication by means of establishing well-balanced interactions. Thus, school heads always practiced emphatic communication whereas they initially situated their emotions and standing to their subordinates' before providing certain expressions. This is supported by the study of Capuyan et.al. (2014) which they revealed that interpersonal communication and understanding invited harmonious relationships among organizations.

Table 2. Summary Table on Innovative Leadership Practices

Items	WM	VI
Strategic Thinking	3.64	Always Practiced
Innovative Thinking	3.63	Always Practiced
Action Patterns	3.63	Always Practiced
Interpersonal Skills	3.64	Always Practiced

It may be gleaned from the table that school heads always practiced innovative leadership styles in their academic institutions assigned which they were able to implement effective and efficient supervisory and managerial functions outside the conventional or normative forms of school leadership and administration.

Table 3. Management Styles of School Heads

Items	WM	VI
Advocate research-based activities	3.58	Always Practiced
Student-centered management approach	3.63	Always Practiced
Direct use of modern and current teaching methods	3.58	Always Practiced
Draw positive and supportive environment for teachers	3.47	Always Practiced
Average Weighted Mean	**3.64**	Always Practiced
Solidified knowledge anchored on vision and mission	3.56	Always Practiced
Righteous and courageous in dispensing leadership functions	3.65	Always Practiced
Maintain integrity	3.63	Always Practiced
Set high standards	3.71	Always Practiced
Average Weighted Mean	**3.64**	Always Practiced
Invite participation of stakeholders	3.87	Always Practiced
Draw significant insights from stakeholders	3.93	Always Practiced
Establish strong ties with stakeholders	3.87	Always Practiced
Total participation of stakeholders	3.53	Always Practiced
Average Weighted Mean	**3.80**	Always Practiced
Show transparent financial management	3.67	Always Practiced
Abide lawful financial and usual auditing procedures	3.93	Always Practiced
Create comprehensive financial planning	3.67	Always Practiced
Comprehensive and accountable financial management	3.87	Always Practiced
Maintain stringent obedience to financial rules and regulations	3.67	Always Practiced
Average Weighted Mean	**3.76**	Always Practiced

Instructional Leadership. Learner-centeredness is the fountain principle of the present teaching and learning process moreso, in school administration and supervision (wm=3.63). The result implies that school heads carefully considered their learners when leading, managing and supervising the organization. Thus, this is indicative pervasively during instructions. As supported by the study of Magno and Sembrano (2017) which they revealed that all instructions and programs implemented and supervised by school heads should be in congruence with the learners' total development.

Democratic Style. School heads perform their functions along with the settlement of high standards among their subordinates in the academes (wm=3.71). The result shows that school heads always practiced the settlement of high standards so as to attain their objectives and goals individually and collectively. By clear settlement of high standards along with their proper direction in the academes, enabled their subordinates to perform productively and satisfactorily.

Stakeholder Management. School heads always practiced consistent linkages among stakeholders which enabled them to draw significant insights that resulted to better implementation of school programs and projects considering instructions, operations, administration, health and safety of all in the academes (wm=3.93). The result shows that school heads always practiced active generation of insights from stakeholders since they are regarded as the locals and culturally exposed individuals or groups in the community. By doing this, school heads were able to maintain harmonious relationship between the school and the community. As supported in the study of Ubongen and Revuelta (2022) which revealed that involvement of parents and other local people in the affairs of the school such as putting up school-based management projects, programmatic and instructional decisions have established strong relations among schools and community thereby instilling efficient school leadership and supervision.

Fiscal Management. Financial management is one of the most intricate tasks of school leaders. School heads always practiced

obedience to lawful financial procedures and usual accounting procedures (wm=3.93). The result shows that school heads always practiced careful and accountable fiscal management that stressed transparency and honesty in utilizing and managing school funds.

Table 4. Summary Table on Management Styles

Items	WM	VI
Instructional Leadership	3.64	Always Practiced
Democratic Style	3.64	Always Practiced
Stakeholder Engagement	3.80	Always Practiced
Fiscal Management	3.76	Always Practiced

It may be gleaned from the table that school heads always practiced their effective management styles in terms of instructional leadership, democratic style, stakeholder engagement and fiscal management. Of all these, stakeholder management by school heads showed the highest mean. This shows that school heads always practiced the active involvement of parents and other locals in the occasions or any dealings of the schools.

Table 4. Significant Relationship Between Innovative Leadership Practices and Management Styles

		Mngt Styles			
InnovPrac		InsLead	DemStyl	StMngt	FiscMngt
StratThkg	Pearson Correlation	-.201*	-.176	-.187	-.144
	Sig. (2-tailed)	.039	.071	.055	.141
	N	13	13	13	13
InnovTnkg	Pearson Correlation	-.050	-.139	-.143	-.073
	Sig. (2-tailed)	.613	.156	.144	.459
	N	13	13	13	13
ExFld	Pearson Correlation	.127	.121	.108	.067
	Sig. (2-tailed)	.193	.217	.272	.496
	N	13	13	13	13
AcPttrn	Pearson Correlation	-.130	-.137	-.152	.096
	Sig. (2-tailed)	.183	.162	.120	.327
	N	13	13	13	13
IntSks	Pearson Correlation	-.047	-.078	-.028	-.053
	Sig. (2-tailed)	.631	.429	.772	.590
	N	13	13	13	13

**. Correlation is significant at the 0.01 level (2-tailed)
 *. Correlation is significant at the 0.05 level (2-tailed)

Strategic thinking is negatively correlated to the instructional leadership by having a correlation coefficient of -.228 with significance p-value of 0.39. It means that strategic thinking was more evident and consistently practiced along with instructional management and supervision by the school heads. Results also revealed that school heads always profound long-term, creative and highly realistic goals as well as supervisory practices when matters are in line with the development and evaluation of instructions. This is supported in the study of Barredo (2020) which revealed that learners' engagement, instructional strategies and classroom management are the focal considerations of school heads thereby forming their effective instructional supervision.

Conclusion

The study concluded that school heads always practiced innovative leadership practices in terms of strategic thinking, innovative

thinking, action patterns and interpersonal skills. Hence, school heads always practiced sound management styles which enabled them to create sound and efficient managerial and supervisory functions. Further, strategic thinking is negatively correlated with instructional leadership as implemented by the school heads.

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