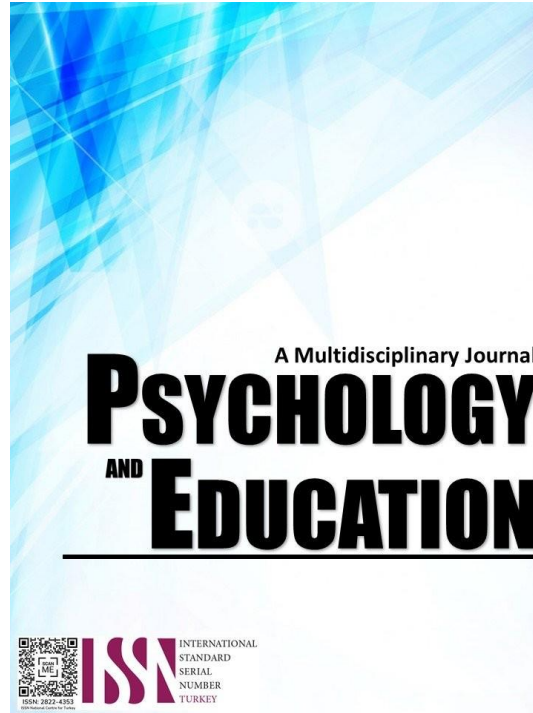


# LEADERSHIP STYLE AND SUPERVISORY BEHAVIOR OF PUBLIC ELEMENTARY SCHOOL ADMINISTRATORS



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# Leadership Style and Supervisory Behavior of Public Elementary School Administrators

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## Abstract

Every school is led by school administrators who are well-prepared, competent, and made accountable for supervising and leading an institutionalized school improvement process at the school level as mandated in the Republic Act No. 9155, Governance of Basic Education Act of 2001. By maximizing the skills and competencies of school administrators to improve educational efficiency, in particular, the standard of teaching and learning through instructional supervision, these skills can be enhanced to build efficient human resources that can make a difference in the educational system. This research investigation used the descriptive-comparative and correlational research design. The study's respondents were the 93 school administrators randomly selected using the stratified sample size. The standardized survey questionnaires were adapted namely the Leadership Style and Supervisory Behavior instrument. The mean, standard deviation, Shapiro-Wilk Test, T-test, Mann-Whitney, Kruskal Wallis, and Spearman-Rho facilitated the statistical derivation. This study investigates public elementary school administrators' Leadership Style (LS) and Supervisory Behavior (SB). Furthermore, it aimed to determine the degree of LS and SB among administrators, explore differences in these constructs across demographic variables, and examine the relationship between LS and SB. Findings reveal that three leadership styles were highly exhibited, suggesting a versatile approach to leadership within the schools. When these styles were examined according to age, sex, civil status, academic qualifications, and administrative categories, no substantial variations were observed, indicating that these demographic and professional factors do not significantly influence the preferred leadership style among administrators. Moreover, supervisory behaviors, encompassing decision-making, planning and organizing, promoting optimal performance, and professional knowledge/expertise, were generally rated as high among administrators. This high level of supervisory behavior was consistent across different demographic and professional groupings, irrespective of their age, sex, civil status, or academic qualifications. Furthermore, the investigation into the relationship between leadership styles and supervisory behaviors showed no significant correlation. This indicates that the type of leadership style an administrator adopts does not predict or affect the extent of their supervisory behavior, suggesting that these two aspects of school administration may operate independently of each other. Recommendations include the implementation of a structured Enhancement Plan comprising workshops, training sessions, and reflective practices aimed at fostering competent leadership and supervision among school administrators. This study contributes to the literature by providing insights into the management attributes of school administrators in promoting smooth and harmonious relationships in the educational field.

**Keywords:** *leadership style, supervisory behavior, school administrators, professional development, Negros Island Region*

## Introduction

Today, we face global social demands that are emerging due to rapid changes and increasing needs that are affecting the educational process and forcing the call for educational institutions to be more dynamic (Kalkan, Altinay, et.al., 2020).

According to Mansor Abdullah, et.al., (2021), to remain competitive and ensure their long-term survival, organizations face various challenges concerning their leadership. Leadership is important in education, not only influencing the learner's results and the relationship between educator and learner, but also seeking to maintain a good learning atmosphere, develop personality in a broad sense, develop teamwork perspectives, improve the educational process, and strengthen the school leader's and teacher's education (Daučianskaitė & Žydžiūnaitė, 2020).

Makgato and Mudzanani (2019) emphasized that school leadership is fundamental to the educational functioning of schools and their improvements of results. Furthermore, the leadership of the headmasters at the school exerted a powerful influence on the overall management of the school (Nordin, Mustafa, et.al., 2020).

Leadership style has often been considered as one of the vital factors that can enhance employees' commitment and it is seen as the live wire for the attainment of organizational goals (Abasilim, Gbervbie, et al., 2019).

Magallanes and Dioso (2020) assert that the leadership style practices of the school administrators can have a wedge on the commitment of employees. Keeping committed teachers is a challenge faced by educational leaders. More than ever, today's school administrators have to be approachable, competent, and dedicated to their position. A trait that might indicate success in accomplishing the daunting and diverse tasks of today's school administrators is charisma (Jones & Henry, 2020).

Supervisory behavior remains a challenge in almost all schools around the globe primarily because of its narrow definition cast against

the great number of roles of school administrators (Daing & Mustapha 2023).

Eyana, Muring, et. al., (2024) highlighted that supervision is inseparable from education. In school, administrators perform supervisory roles to guide personnel and implement activities. Also, they are expected to carry out supervisory behavior by principles and techniques that have a favorable influence on boosting efficiency and effectiveness in the teaching and learning process (Kilag, Uy, et. al., 2023).

Perez and Lumaad (2021) believed that effective educational leaders and managers about their supervisory behavior can develop a school's capacity to enhance teaching personnel commitment through motivation. At the same time, motivating employees is a catalyst for individual performance and therefore, a need for every organization to succeed (Alghazo & Al-Anazi, 2016). Today, educational institutions need a supervisory behavior that is transformative and capable of seeing opportunities for change and development in modern times (Arzadi, Budiartati, et. al., 2021). Astuti, Fitria, et. al., (2020) added that good supervisory behavior will be seen in the way the wheels of the organization are orderly, comfortable, conducive, and by the desired goals.

Rivera and Ibarra, (2020) stated that in the Philippines, elementary school administrators shared the administrative and supervisory responsibilities of the division superintendent and district supervisors and in recent years, more attention has been given to the need to enhance school management system and strengthen the authority given to the school administrators.

Sindhvad (2009), expresses that there is a great need to improve education management at the school level in our country. What is needed now, more than ever, is "real leadership" – one that would sharply perceive the needs of the moment, and allow the much-needed recovery and achievement of goals sooner, more and better (Aguiling & Racelis, 2021). Thus, by maximizing the skills and abilities of school administrators to improve educational efficiency, in particular, the standard of teaching and learning through instructional supervision, these skills can be improved to build efficient human resources that can make a difference in the educational system. (Panol, Caballes, et. al., 2020).

Empowerment of school administrators to enhance school management is one of the major concerns of the Department of Education (DepEd) considering its gigantic bureaucratic structure for effective and efficient delivery of educational service. It is on this premise that the researcher opted to pursue this study, the result of which can be used as the basis for developing a program that will help in determining the appropriate leadership style and supervisory behavior of school administrators in leading a school to increase the job commitment of teachers. The researcher recommends that even though the school administrators believe that they perform their duties as a supervisor and leaders, the Department of Education must draft a leadership program to enhance the skills of the school administrators in terms of leadership and supervision to increase the work performance and commitment of teachers under them.

## Research Questions

The main purpose of the study was to determine the level of school administrators' leadership style and relate it to the extent of their supervisory behavior as public elementary school administrators of the Department of Education (DepEd) Division of Bacolod City in Bacolod City for School Year 2024-2025. Specifically, it sought to answer the following questions:

1. What is the level of leadership style as to the following areas of autocratic, democratic and laissez-faire of public elementary school administrators taken collectively and grouped according to age, sex, civil status, academic qualifications, and administrative category?
2. What is the extent of supervisory behavior as to the following dimensions of decision-making, planning and organizing, promoting optimal performance and professional knowledge/expertise of public elementary school administrators taken collectively and when grouped according to variables used in the study?
3. Is there a significant difference in the leadership style of public elementary school administrators grouped according to the variables used in the study?
4. Is there a significant difference in the supervisory behavior of public elementary school administrators grouped according to the variables used in the study?
5. Is there a significant relationship between the leadership style and supervisory behavior of public elementary school administrators?

## Methodology

### Research Design

The study utilized a qualitative descriptive-comparative and correlational research design, which is well-suited to examine the leadership styles and supervisory behaviors of public elementary school administrators. The descriptive-comparative aspect of the design enabled the researcher to systematically compare the leadership styles and supervisory behaviors across various demographic and professional categories, such as age, sex, civil status, academic qualifications, and administrative roles. This approach is relevant because it allows for the identification of any significant differences or patterns within these groups, providing a comprehensive understanding of how different factors might influence leadership and supervisory practices (Creswell & Creswell, 2018).

In addition to the comparative analysis, the correlational component of the research design was employed to explore the relationships between leadership styles and supervisory behaviors. By using correlational analysis, the study was able to determine whether there is

a statistically significant relationship between these two variables and how strongly they are associated. This is particularly important in educational research as it helps in understanding how leadership styles might impact supervisory effectiveness, or vice versa, providing insights that are crucial for developing effective leadership training programs (Bryman, 2018).

The combination of descriptive-comparative and correlational research designs is highly relevant for this study as it allows for a dual focus: comparing leadership and supervisory practices across different groups and examining the potential relationships between these practices. This dual approach not only strengthens the validity of the findings but also ensures that the study provides a nuanced understanding of the dynamics at play within educational leadership, which can inform policy-making and professional development initiatives in the field.

## Respondents

The respondents of this study consisted of 93 public elementary school administrators from the Division of Bacolod City. This diverse group included individuals occupying various administrative roles such as school heads, master teachers, grade leaders, and school coordinators. These administrators were directly involved in the management and administration of public elementary schools, making them ideal participants for this study. The selection of respondents was conducted using a stratified random sampling technique to ensure that the sample was representative of the different roles and demographic characteristics within the division.

## Instrument

The research instrument utilized in this study was adapted from standardized tools to ensure the reliability and validity of the data collected. The instrument was designed to assess both the leadership styles and supervisory behaviors of public elementary school administrators, providing a comprehensive understanding of their management practices.

For the assessment of Leadership Style, the instrument was adapted from Lewin's leadership style assessment, originally developed in 1939. This section of the survey was structured to evaluate three distinct leadership styles: autocratic, democratic, and laissez-faire. The survey included specific indicators for each style, with item numbers 1, 4, 7, 10, 13, and 16 corresponding to the autocratic style; item numbers 2, 5, 8, 11, 14, and 17 assessing the democratic style; and item numbers 3, 6, 9, 12, 15, and 18 evaluating the laissez-faire style. Respondents rated each item on a 5-point Likert scale, where 5 indicated "strongly agree," 4 "agree," 3 "neutral," 2 "disagree," and 1 "strongly disagree." This structured approach allowed for a clear categorization of the respondents' leadership tendencies.

The Supervisory Behavior component of the instrument was adapted from the concepts developed by Panol et al. (2020). This section was designed to measure the extent of supervisory competencies across four key dimensions: decision-making, planning, and organizing, promoting optimal performance, and professional knowledge/expertise. The survey included item numbers 1 to 7 for decision-making, items 8 to 12 for planning and organizing, items 13 to 19 for promoting optimal performance, and items 20 to 24 for professional knowledge/expertise. Respondents rated these items on a 4-point scale, where 4 indicated "always," 3 "often," 2 "seldom," and 1 "never." This rating scale, along with corresponding verbal interpretations, provided a nuanced assessment of the respondents' supervisory behaviors.

Part I of the survey instrument solicited information regarding the respondents' profiles, including demographic variables such as age, sex, civil status, academic qualifications, and administrative category. This section ensured that the study could analyze leadership styles and supervisory behaviors in the context of various demographic factors. The use of these adapted, standardized instruments was crucial in ensuring the study's findings were robust, reliable, and applicable to the research objectives, offering a detailed understanding of the leadership and supervisory dynamics within public elementary schools.

## Procedure

The data collection process for this study was carefully planned and executed to ensure the accuracy and reliability of the findings. With the research instrument approved, the researcher sought permission from the Schools Division Superintendent (SDS) through the Public Schools District Supervisors (PSDS) of the Division of Bacolod City. A formal letter of permission was prepared and signed by the researcher, the adviser, and the Dean of the School of Graduate Studies (SGS). This letter sought authorization to conduct the study among public elementary school principals within the division.

Upon receiving the necessary permissions, the researcher personally administered copies of the standardized survey instruments to the respondents. To guarantee accurate data collection and to address any questions or concerns the respondents might have, each principal was accommodated individually as they completed the research instrument. This methodical approach not only ensured that any potential misunderstandings were promptly clarified but also facilitated the 100% retrieval of the questionnaires. Once completed, the survey forms were immediately collected, properly labeled, and stored securely in a brown envelope for subsequent data treatment and analysis.

In preparation for the analysis, the researcher had prearranged dummy tables to organize the collected data in alignment with the study's research questions and objectives. This systematic approach to data organization helped streamline the data collection process and contributed to the overall reliability and validity of the study's findings. By meticulously planning and executing each step of the data

collection process, the researcher ensured that the data gathered was both comprehensive and representative of the study population.

### Data Analysis

To address the specific research questions and test the hypotheses, various statistical treatments were employed, ensuring that the data were analyzed accurately and meaningfully. These analyses provided insights into the leadership styles and supervisory behaviors of public elementary school administrators.

For Problems 1 and 2, which sought to determine the level of leadership style and the extent of supervisory behavior of public elementary school administrators—both collectively and when grouped according to demographic and professional variables—mean and standard deviation were utilized. The mean provided a measure of central tendency, reflecting the average level of leadership style and supervisory behavior across the respondents, while the standard deviation offered insights into the variability or consistency of these behaviors among different groups.

For the analysis of leadership style, an interpretation guide was employed to categorize the mean scores into specific verbal interpretations. These interpretations were critical for understanding the practical implications of the data, allowing the researcher to discern whether certain leadership styles were predominantly used by the administrators. The guide helped to contextualize the numerical data within the framework of established leadership theories, making the findings more accessible and relevant for practical application in educational settings.

Problems 3 & 4, aimed to determine whether or not there is a significant difference in the level of leadership style and the extent of supervisory behavior of public elementary school administrators when grouped and compared according to the variables of age, sex, civil status, academic qualifications, and administrative category. The Shapiro-Wilk test, Mann--Whitney U Test and the ANOVA (Analysis of Variance) were used. To be significant the commuted p-value should be greater than 0.05 level set of significance.

Problem 5, to ascertain whether or not there is a significant relationship between the leadership style and supervisory behavior of public elementary school administrators, the Pearson's correlation coefficient ( $r$ ) was calculated if the data were normally distributed, as indicated by the Shapiro-Wilk test. Pearson's  $r$  measures the strength and direction of the linear relationship between two continuous variables. Shapiro-Wilk Test was used to assess the normality of the data distributions for both Leadership Style and Supervisory Behavior. If the data were not normally distributed, Spearman's rank correlation was used instead of Pearson's correlation.

### Ethical Considerations

The researcher addressed the general ethical principles of respect for persons, beneficence, and justice to ensure the ethical soundness of the study to wit:

The researcher explored timely and relevant issues on the leadership style and supervisory behavior of public elementary school administrators of the Division of Bacolod City.

Respondents signed an informed consent document. The researcher's name and affiliation will be included in the informed consent, as well as the invitation to the respondents on the grounds for the invitation, and the study's aim and protocol. Respondents will be assured that their participation is entirely voluntary and that they have the freedom to withdraw at any time during the data-collection period.

This research will exclude respondents who cannot decide for themselves whether to participate in the conduct of this study. The research will focus on respondents' leadership style and supervisory behavior, which causes a significant risk for the face-to-face distribution and gathering of the questionnaires. Thus, the researcher intends to minimize face-to-face contact with the school administrators by submitting printed materials.

The respondents are assured of utmost confidentiality on whatever information they will share. Moreover, their identity will be kept hidden, and they will be under code names made by the researcher in adherence to the Data Privacy Act of 2012. No information that discloses the identity of the respondents will be released or published without their consent. The printed survey questionnaire containing their information will be disposed of by manual shredding.

This research is an academic requirement to complete a graduate education program. Thus, the researcher declares no conflict of interest in the conduct of this study. The researcher graduated with a Bachelor of Elementary Education and is continuing her master's degree in educational leadership and management. She is currently a grade-three adviser in one of the public schools in the Division of Bacolod City.

A fair selection of respondents based on the criteria set by the researcher is utilized. Their participation in this study is voluntary. To compensate for their willingness to participate, the researcher will give each respondent a token of gratitude. Furthermore, respondents will be chosen fairly, and everyone will be treated with respect, regardless of their socioeconomic level, gender, or color. If their involvement in the study caused them any harm, they would be compensated fairly.

The researcher prioritized the safety of the respondents during data gathering concerning the protocols implemented by the civil authorities to avoid getting infected by the COVID-19 pandemic. The researcher will include the prepared questionnaire. The researcher sought the participation of the Department of Education in the Division of Bacolod City, most especially the principals of the different

public elementary schools in the Division of Bacolod City, to be the respondents of this study.

## Results and Discussion

This section presents the study's findings using statistical tools in the treatment of descriptive and inferential data. The discussions about the individual results are included. This is the order followed in the presentation.

The succeeding tables present the results on the leadership style and supervisory behavior of public elementary school administrators based on the variables used in the study.

*Table 1. Level of Leadership Style of Public Elementary School Administrators When Taken Collectively (n=93)*

| <i>Indicators</i> | <i>Mean</i> | <i>Std. Dev</i> | <i>Verbal Interpretation</i> |
|-------------------|-------------|-----------------|------------------------------|
| Autocratic        | 3.69        | .535            | High                         |
| Democratic        | 3.72        | .482            | High                         |
| Laissez-faire     | 3.84        | .518            | High                         |
| Mean              | 3.75        | .456            | High                         |

Table 1 presents the data on the level of leadership styles of school administrators when taken collectively, as reported by a sample of 93 respondents. The table provides insight into three main leadership styles: Autocratic, Democratic, and Laissez-faire, alongside their corresponding mean scores, standard deviations, and verbal interpretations.

The results from the table indicate that all three leadership styles are perceived to be employed at a high level by school administrators. Among the three leadership styles, laissez-faire predominantly got the highest mean.

The high mean scores across all leadership styles imply that school administrators are actively employing a range of strategies to manage and lead their schools, possibly adapting to the needs of their environment and stakeholders. The high score in Laissez-faire leadership might indicate a trend toward more flexible and autonomous management practices, which could be a response to the increasing complexity and demands of educational environments. High levels of autocratic and democratic styles suggest a balance between directive leadership and participative approaches, potentially fostering an environment where authority is respected while input and collaboration are encouraged. The prominent use of Laissez-faire leadership could imply a level of trust in staff capabilities, promoting innovation and individual decision-making.

A study by Alanoğlu and Karabatak (2022) highlighted the effectiveness of democratic leadership in enhancing teacher satisfaction and student performance. Similarly, Çobanoğlu and Yurek, (2018) found that Laissez-faire leadership, while less common in strict educational settings, can lead to higher levels of creativity among staff when appropriately applied. Moreover, research by Mustafa, et.al., (2023) emphasizes the need for school administrators to adapt their leadership style according to situational demands to maximize school effectiveness. These studies underline the importance of a versatile leadership approach in today's educational leadership paradigms.

*Table 2. Level of Leadership Styles of School Administrators When Grouped According to Age (n = 93)*

| <i>Indicators</i> | <i>Younger (n=49)</i> |                 |           | <i>Older (n=44)</i> |                 |           |
|-------------------|-----------------------|-----------------|-----------|---------------------|-----------------|-----------|
|                   | <i>Mean</i>           | <i>Std. Dev</i> | <i>VI</i> | <i>Mean</i>         | <i>Std. Dev</i> | <i>VI</i> |
| Autocratic        | 3.70                  | .466            | High      | 3.68                | .600            | High      |
| Democratic        | 3.67                  | .442            | High      | 3.77                | .518            | High      |
| Laissez-faire     | 3.83                  | .436            | High      | 3.86                | .591            | High      |
| Total Mean        | 3.73                  | .382            | High      | 3.77                | .521            | High      |

Table 2 displays the levels of leadership styles of school administrators, grouped according to age, with a sample size of 93 respondents divided into younger (n=49) and older (n=44) age groups. This table explores the leadership styles—Autocratic, Democratic, and Laissez-faire—highlighting differences in mean scores, standard deviations, and verbal interpretations across these two age demographics.

The results reveal that both age groups predominantly exhibit high levels of all three leadership styles. In the younger group, among the three leadership styles, laissez-faire got the highest mean. Same as through for the older group, still the laissez-faire style predominantly exhibits a high mean among the three. Overall, the mean scores for younger and older administrators suggest a very close alignment in leadership style preferences between different age groups, though with minor variations.

These findings imply that leadership style in school administration may slightly evolve with age, possibly reflecting increased experience and changes in leadership philosophy over time. The higher democratic scores among older administrators could suggest a shift towards more inclusive and consultative management styles as they gain more experience. Conversely, the slightly higher laissez-faire scores among younger administrators might reflect newer trends in educational leadership that emphasize autonomy and trust in professional staff capabilities.

The research supports these observations; a study by McCutcheon and Haynes (2022) suggests that older school administrators often

develop a more nuanced approach to leadership that incorporates higher levels of democratic engagement. Furthermore, a paper by Pažur, et.al., (2021) found that younger administrators are more likely to experiment with laissez-faire techniques as part of a broader strategy to foster innovation and self-direction among staff. These findings align with broader educational trends that recognize the importance of adapting leadership styles to suit the changing dynamics and expectations within school environments (Lusterio, 2023).

**Table 3. Level of Leadership Styles of School Administrators When Grouped According to Sex (n = 93)**

| Indicators    | Female (n=83) |          |      | Male (n=10) |          |      |
|---------------|---------------|----------|------|-------------|----------|------|
|               | Mean          | Std. Dev | VI   | Mean        | Std. Dev | VI   |
| Autocratic    | 4.02          | .541     | High | 3.65        | .524     | High |
| Democratic    | 3.90          | .454     | High | 3.70        | .483     | High |
| Laissez-faire | 4.22          | .437     | High | 3.80        | .510     | High |
| Mean          | 4.04          | .424     | High | 3.71        | .449     | High |

Table 3 delineates the levels of leadership styles of school administrators when grouped according to sex, with a total of 93 participants comprising 83 females and 10 males. This breakdown provides insights into the autocratic, democratic, and laissez-faire leadership styles, including their mean scores, standard deviations, and verbal interpretations for both genders.

The results from the table illustrate a notable disparity in leadership style engagement between female and male administrators. Female administrators exhibit higher mean scores across all leadership styles compared to their male counterparts. Specifically, the laissez-faire got the highest mean, followed by the Autocratic style for females. For males, still laissez-faire is perceived to be dominant however it is followed by the Democratic style. For the autocratic style, males score slightly lower compared to females. Laissez-faire leadership shows the most significant difference, where both females and males got the highest mean among the three indicators. The overall mean scores further underscore this trend, both categorized as high.

These findings suggest that female administrators tend to employ a more assertive and varied leadership approach compared to their male counterparts, particularly in the use of laissez-faire and autocratic styles. The higher engagement in these styles among females could indicate a strategic adaptation to leadership challenges in educational settings, possibly reflecting a proactive stance in fostering both autonomy and structured guidance. The implications of these results are significant, especially in discussions about gender dynamics within school leadership. The higher scores among females in all leadership categories might reflect broader societal shifts towards more inclusive and diverse leadership practices. Additionally, the apparent preference for laissez-faire leadership among females may suggest a trend toward empowering staff, which is crucial in dynamic educational environments where innovation and adaptability are valued.

These findings resonate with recent studies. For instance, research by Ruiyao (2023) observed a similar pattern where female education leaders tend to embrace more dynamic and flexible leadership styles. Moreover, a study by Xiu, et.al., (2023) highlighted the effectiveness of high laissez-faire scores in promoting positive school cultures, particularly under female leadership. These insights underscore the evolving nature of leadership roles and the importance of gender considerations in developing effective administrative strategies (Mashele & Alagidede, 2022). The higher mean scores and minimal standard deviation variations in leadership styles among female administrators suggest a robust engagement with diverse leadership methods, underscoring the need for further investigation into how gender influences leadership efficacy and styles in educational settings (Shah, 2021).

**Table 4. Level of Leadership Styles of School Administrators When Grouped According to Civil Status (n = 93)**

| Indicators    | Single (n=18) |          |      | Married (n=75) |          |      |
|---------------|---------------|----------|------|----------------|----------|------|
|               | Mean          | Std. Dev | VI   | Mean           | Std. Dev | VI   |
| Autocratic    | 3.75          | .539     | High | 3.44           | .453     | High |
| Democratic    | 3.75          | .488     | High | 3.58           | .441     | High |
| Laissez-faire | 3.87          | .535     | High | 3.73           | .433     | High |
| Mean          | 3.79          | .467     | High | 3.59           | .373     | High |

Table 4 presents the levels of leadership styles of school administrators grouped according to civil status, within a sample of 93 participants divided between 18 single and 75 married administrators. This distribution allows for an analysis of the autocratic, democratic, and laissez-faire leadership styles, highlighting the mean scores, standard deviations, and verbal interpretations for each group.

The results indicate that single administrators score slightly higher across all leadership styles compared to their married counterparts. For single administrators, laissez-faire ranks first as having the highest mean while the autocratic style as well as the democratic style are reported to have the same mean results. It shows a consistently high mean score within the three leadership styles. Conversely, married administrators exhibit slightly lower scores, particularly in the autocratic area. Among the three, laissez-faire is perceived to be dominant still. The overall mean scores for single and married administrators were both classified as high.

These differences may reflect varying leadership dynamics influenced by civil status. Single administrators might experience fewer external familial pressures, potentially allowing for a more flexible and dynamic leadership approach. This could be why scores for single administrators are consistently higher, suggesting a more proactive or versatile management style. In contrast, married

administrators might prioritize stability and consistency, reflected in slightly lower but still high engagement scores in all leadership styles. The implications of these findings extend to understanding the balance between personal life and professional leadership responsibilities. Civil status might subtly influence how administrators approach leadership, with single administrators possibly having more latitude to experiment with different styles or to take on more demanding roles.

Studies such as those by Zhang (2024) suggest that personal life stages, including civil status, can significantly impact leadership behavior and effectiveness. Additionally, research by Meng and Ma (2019) indicates that single leaders in educational settings may deploy more transformational and laissez-faire strategies to enhance organizational dynamism and adaptability. These results emphasize the importance of considering personal demographics in leadership development programs (He, Morrison, & Zhang, 2020). Understanding how civil status influences leadership styles can aid in tailoring professional development to better suit the needs and circumstances of school administrators, ensuring that all are equipped to manage effectively regardless of their personal life choices (Ibrahim, 2023).

Table 5. *Level of Leadership Styles of Public Elementary School Administrators When Grouped According to Academic Qualifications (n = 93)*

| Indicators    | Bachelors (n=60) |          |      | Graduate (n=33) |          |      |
|---------------|------------------|----------|------|-----------------|----------|------|
|               | Mean             | Std. Dev | VI   | Mean            | Std. Dev | VI   |
| Autocratic    | 3.72             | .559     | High | 3.63            | .492     | High |
| Democratic    | 3.74             | .488     | High | 3.68            | .475     | High |
| Laissez-faire | 3.89             | .513     | High | 3.76            | .524     | High |
| Mean          | 3.78             | .466     | High | 3.69            | .437     | High |

Table 5 evaluates the levels of leadership styles of school administrators, segmented by academic qualifications within a sample of 93 participants: 60 holding bachelor's degrees and 33 with graduate qualifications. The table compares the leadership styles—Autocratic, Democratic, and Laissez-faire—across these educational groups, providing mean scores, standard deviations, and verbal interpretations.

The results reveal that administrators with bachelor's degrees generally exhibit slightly higher scores in all leadership styles compared to those with graduate degrees. Laissez-faire leadership is most notably higher among those with bachelor's degrees, scoring a slightly higher mean compared to those with graduate degrees. Overall, the mean scores for bachelor's and graduate degree holders respectively, were still classified as high.

These findings suggest that the level of academic achievement may have a nuanced impact on leadership style. The higher scores among bachelor's degree holders might reflect a more hands-on or pragmatic approach typically emphasized in undergraduate education, while graduate degree holders could exhibit a more measured or strategic approach influenced by advanced studies. The implications of these observations are important for understanding how academic background shapes leadership dynamics. Higher education levels, particularly graduate studies, often encourage critical thinking and strategic planning, which might explain the slightly more conservative approach in leadership styles observed among graduate degree holders.

Research by Arthur & Souza (2020) suggests that higher academic qualifications often correlate with more strategic and less directive leadership approaches. Another study by Singphen et.al., (2019) found that educational background significantly influences leadership behavior, with bachelor's degree holders often displaying higher adaptability in dynamic environments. Further, research by Kanchak (2023) underscores the impact of educational level on leadership style preference, suggesting that different educational experiences shape leaders' approaches to managing teams and organizational challenges.

Table 6. *Level of Leadership Styles of Public Elementary School Administrators When Grouped According to Administrative Categories (n = 93)*

| AQ            | Grade Leader (n=22) |      |      | Master Teacher (n=9) |      |      | School Coord (n=59) |      |      | School Head (n=3) |      |      |
|---------------|---------------------|------|------|----------------------|------|------|---------------------|------|------|-------------------|------|------|
|               | M                   | SD   | VI   | M                    | SD   | VI   | M                   | SD   | VI   | M                 | SD   | VI   |
| Autocratic    | 3.45                | .457 | High | 3.87                 | .526 | High | 3.76                | .526 | High | 3.46              | .800 | High |
| Democratic    | 3.55                | .455 | High | 3.65                 | .496 | High | 3.80                | .481 | High | 3.67              | .491 | High |
| Laissez-faire | 3.76                | .359 | High | 3.78                 | .601 | High | 3.89                | .564 | High | 3.71              | .416 | High |
| Mean          | 3.59                | .380 | High | 3.76                 | .462 | High | 3.82                | .468 | High | 3.61              | .546 | High |

Table 6 categorizes the leadership styles of school administrators according to their administrative roles within a total of 93 participants. This breakdown includes Grade Leaders (n=22), Master Teachers (n=9), School Coordinators (n=59), and School Heads (n=3). It provides an insightful comparison across the Autocratic, Democratic, and Laissez-faire leadership styles, detailing mean scores, standard deviations, and verbal interpretations for each role.

The results display a variation in leadership style preference across different administrative roles. Master Teachers exhibit the highest mean scores across all styles, particularly notable in the Autocratic style. School Coordinators follow closely with the highest score in the Democratic style and Laissez-faire. Grade Leaders and School Heads, despite having smaller sample sizes, show consistently high involvement across all styles but with slightly lower means compared to other roles, particularly School Heads who have the lowest

overall mean score.

The higher scores among Master Teachers and School Coordinators might suggest that these roles, which likely involve more direct educational oversight and coordination, necessitate a flexible approach blending directive and participative strategies. In contrast, Grade Leaders and School Heads, while still scoring high, may engage differently due to their specific responsibilities that might require a balance between administrative duties and direct leadership. Roles that involve more direct interaction and coordination with teachers and students may benefit from a more versatile leadership approach, enabling administrators to adapt to a variety of educational and administrative challenges.

Recent literature corroborates the significance of role-specific leadership styles in educational settings. A study by Rouabhia (2023) highlights the need for adaptive leadership styles among Master Teachers who often face complex classroom and school-wide challenges. Another research by Hardianto (2024) suggests that School Coordinators, due to their bridging position between administration and teaching, exhibit higher levels of Democratic and Laissez-faire leadership to effectively manage diverse stakeholder expectations. Additionally, research by Mariani & Prasasti (2023) explores how different administrative roles influence the adoption of specific leadership styles, noting that the broader responsibilities of School Heads may lead to a more measured approach reflected in their leadership style scores.

Table 7. *Extent of Supervisory Behavior of Public Elementary School Administrators When Taken Collectively (n = 93)*

| Indicators                             | Mean | Std. Dev | Verbal Interpretation |
|----------------------------------------|------|----------|-----------------------|
| Decision-making (DM)                   | 3.62 | 0.396    | Very Great            |
| Planning & Organizing (PO)             | 3.62 | 0.369    | Very Great            |
| Promoting Optimal Performance (POP)    | 3.50 | 0.486    | Very Great            |
| Professional Knowledge/Expertise (PKE) | 3.52 | 0.545    | Very Great            |
| Total Mean                             | 3.39 | 0.400    | Very Great            |

Table 7 assesses the extent of supervisory behavior of school administrators when taken collectively, using data from 93 respondents. The table categorizes supervisory behaviors into four key indicators: Decision-making (DM), Planning & Organizing (PO), Promoting Optimal Performance (POP), and Professional Knowledge/Expertise (PKE), providing mean scores, standard deviations, and verbal interpretations for each. The results show that all indicators of supervisory behavior are rated as "Very Great," reflecting a strong presence of these behaviors among the school administrators. Specifically, Decision-making and Planning & Organizing both have identical mean scores respectively. Promoting Optimal Performance has a slightly lower mean same as through with Professional Knowledge/Expertise with a little variation among the indicators. The overall mean score across all supervisory behaviors is classified as very great.

The consistency in high scores across these supervisory behaviors suggests that school administrators are effectively engaging in key managerial activities that influence school functioning and performance. The particularly high scores in Decision-making Planning & Organizing indicate a robust capability in strategic aspects of school management, which are crucial for setting and achieving educational goals. Effective decision-making and thorough planning and organizing are foundational to creating an environment conducive to learning and growth. The slightly lower scores for Promoting Optimal Performance and Professional Knowledge/Expertise, while still very great, may indicate areas where further development could enhance the overall effectiveness of school leadership.

Recent literature supports the importance of these supervisory behaviors in educational leadership. A study by Nguyen (2024) highlights the correlation between effective decision-making processes and school success.

Moreover, research by Lee and Ding (2020) emphasizes the role of planning and organizing in improving school efficiency and adaptability. Additional insights from Eichenauer, et.al., (2021) suggest that while most administrators are adept at operational supervision, there is an ongoing need to enhance skills related to promoting performance and applying professional knowledge more effectively in daily interactions. There is a need for ongoing professional development in supervisory skills for school administrators, focusing not only on maintaining strengths in decision-making and planning but also on elevating areas like performance promotion and expertise application to ensure comprehensive leadership effectiveness (Heemskerk, 2019).

Table 8. *Extent of Supervisory Behavior of Public Elementary School Administrators When Grouped According to Age (n = 93)*

| Indicators                             | Younger (n=49) |          |            | Older (n=44) |          |            |
|----------------------------------------|----------------|----------|------------|--------------|----------|------------|
|                                        | Mean           | Std. Dev | VI         | Mean         | Std. Dev | VI         |
| Decision-making                        | 3.62           | .395     | Very Great | 3.62         | .402     | Very Great |
| Planning & Organizing PO)              | 3.50           | .372     | Very Great | 3.49         | .370     | Very Great |
| Promoting Optimal Performance (POP)    | 3.56           | .445     | Very Great | 3.47         | .523     | Very Great |
| Professional Knowledge/Expertise (PKE) | 3.46           | .530     | Very Great | 3.32         | .557     | Very Great |
| Mean                                   | 3.54           | .387     | Very Great | 3.48         | .414     | Very Great |

Table 8 evaluates the extent of supervisory behavior of school administrators grouped by age, drawing on responses from 93 participants divided into younger ( $n=49$ ) and older ( $n=44$ ) groups. The table includes a comparative analysis of four key supervisory behaviors: Decision-making, Planning & Organizing (PO), Promoting Optimal Performance (POP), and Professional Knowledge/Expertise (PKE), detailing mean scores, standard deviations (SD), and verbal interpretations for each age group.

The data indicates that supervisory behaviors are consistently rated as "Very Great" across both age groups. Decision-making shows identical mean scores for both younger and older administrators. In Planning & Organizing, younger administrators score slightly higher compared to the older group. Differences are more pronounced in Promoting Optimal Performance and Professional Knowledge/Expertise, where younger administrators outscore their older counterparts. The overall mean scores also show younger administrators generally a slightly higher scores compared to older administrators.

These findings suggest a slight edge for younger administrators in certain supervisory behaviors, possibly reflecting recent training or adaptation to new educational methodologies. The higher engagement in Promoting Optimal Performance and Professional Knowledge/Expertise among the younger group might indicate a proactive approach to embracing new strategies for school improvement. Younger administrators' stronger performance in key supervisory areas may highlight the impact of newer educational theories and practices they might have encountered in their training and early career stages.

Research by McNamara, et al., (2021) has demonstrated that younger school leaders often incorporate innovative approaches into their leadership styles, contributing to more vibrant and responsive educational environments. Additionally, Costello, et al., (2020) note that ongoing professional development is crucial in equipping younger administrators with advanced supervisory skills and promoting a culture of continuous improvement in school leadership. These results emphasize the importance of tailoring professional development programs to meet the specific needs of administrators at different career stages, ensuring that supervisory skills remain robust and effective across generational divides within educational leadership (Grassetti, et al., 2019).

*Table 9. Extent of Supervisory Behavior of School Administrators When Grouped According to Sex ( $n = 93$ )*

| Indicators                             | Female ( $n=83$ ) |          |            | Male ( $n=10$ ) |          |            |
|----------------------------------------|-------------------|----------|------------|-----------------|----------|------------|
|                                        | Mean              | Std. Dev | VI         | Mean            | Std. Dev | VI         |
| Decision-making                        | 3.60              | .409     | Very Great | 3.80            | .205     | Very Great |
| Planning & Organizing (PO)             | 3.49              | .369     | Very Great | 3.56            | .386     | Very Great |
| Promoting Optimal Performance (POP)    | 3.50              | .493     | Very Great | 3.67            | .415     | Very Great |
| Professional Knowledge/Expertise (PKE) | 3.38              | .546     | Very Great | 3.50            | .560     | Very Great |
| Mean                                   | 3.49              | .406     | Very Great | 3.63            | .332     | Very Great |

Table 9 analyzes the extent of supervisory behavior of school administrators grouped according to sex, with data collected from 93 respondents, including 83 females and 10 males. This segmentation provides insights into four key supervisory behaviors: Decision-making, Planning & Organizing (PO), Promoting Optimal Performance (POP), and Professional Knowledge/Expertise (PKE), detailing mean scores, standard deviations (SD), and verbal interpretations for both genders.

The results indicate that male administrators score slightly higher on average across all supervisory behaviors compared to female administrators. Specifically, males show a higher mean score in Decision-making compared to females. In Planning & Organizing, males also score higher compared to females. The trend continues in Promoting Optimal Performance, with males scoring a little bit higher versus females. Similarly, in Professional Knowledge/Expertise, males achieve a higher mean still compared to females. The overall mean scores further reflect this pattern, with both males and females rated as "Very Great."

These differences suggest that male administrators are perceived or indeed are more assertive in their supervisory roles, possibly due to different expectations or cultural norms regarding leadership behaviors in educational settings. The higher scores among males in Decision-making and Promoting Optimal Performance could reflect a leadership style that is particularly decisive and results-oriented. Understanding these differences can help in developing targeted training programs that enhance supervisory skills across genders, ensuring that all administrators, regardless of sex, are equipped to lead effectively and foster inclusive environments.

Relevant literature supports the significance of exploring gender differences in leadership behaviors. Studies such as those by Eichenauer, et al., (2021) highlight that male and female leaders may exhibit distinct approaches due to varying professional experiences and societal expectations.

Additionally, research by Eichenauer (2024) emphasizes the need for gender-specific strategies in leadership development programs to address these differences and leverage the unique strengths of each group. According to Zuraik, et al., (2020) underline the necessity of fostering a comprehensive understanding of how gender impacts supervisory behavior in schools, promoting strategies that ensure equitable and effective leadership practices across all administrative levels.

Table 10 presents the extent of supervisory behavior of public elementary school administrators when grouped according to civil status, utilizing data from 93 respondents, divided between 18 single and 75 married administrators. The table assesses four key supervisory behaviors: Decision-making, Planning & Organizing (PO), Promoting Optimal Performance (POP), and Professional Knowledge/Expertise (PKE), detailing mean scores, standard deviations (SD), and verbal interpretations for both groups.

Table 10. *Extent of Supervisory Behavior of Public Elementary School Administrators When Grouped According to Civil Status (n = 93)*

| Indicators                             | Single (n=18) |          |            | Married (n=75) |          |            |
|----------------------------------------|---------------|----------|------------|----------------|----------|------------|
|                                        | Mean          | Std. Dev | VI         | Mean           | Std. Dev | VI         |
| Decision-making                        | 3.63          | .355     | Very Great | 3.59           | .547     | Very Great |
| Planning & Organizing (PO)             | 3.47          | .367     | Very Great | 3.58           | .375     | Very Great |
| Promoting Optimal Performance (POP)    | 3.49          | .476     | Very Great | 3.63           | .527     | Very Great |
| Professional Knowledge/Expertise (PKE) | 3.39          | .526     | Very Great | 3.41           | .634     | Very Great |
| Mean                                   | 3.50          | .379     | Very Great | 3.55           | .485     | Very Great |

The findings reveal slight differences in supervisory behavior based on civil status. Married administrators score higher in Promoting Optimal Performance compared to singles and show a slightly higher mean in Planning & Organizing versus singles. Single administrators, however, have a marginally higher score in Decision-making compared to married administrators. Professional Knowledge/Expertise scores are nearly identical for singles and married. The overall mean scores are very close, with marrieds exhibiting a little bit higher score than singles but still each rated as "Very Great."

These differences might suggest that married administrators, potentially balancing more family responsibilities, demonstrate strong performance in collaborative and nurturing supervisory roles, such as promoting optimal performance. In contrast, single administrators might have more focus on autonomy to excel in decisive roles like decision-making. Tailoring leadership training to accommodate these subtle differences can help maximize the strengths and address any potential gaps in supervisory behavior across different groups.

Recent literature highlights the influence of personal life circumstances, such as civil status, on professional behaviors. Research by Mikołajczyk (2020) suggests that personal commitments can shape leadership priorities and styles. Further studies by Alipour, et al., (2020) emphasize the need for professional development programs that consider these personal dynamics to enhance leadership effectiveness.

Additionally, research by Xu (2023) explores how marital responsibilities can influence supervisory capacities, particularly in nurturing and collaborative aspects of leadership. According to Rodrigues and Macedom (2020), the necessity for educational leadership programs should be flexible and adaptive, and recognizing the diverse personal backgrounds of administrators to foster leadership practices, are both effective and inclusive. This approach ensures that all administrators are well-prepared to meet the challenges of their roles, regardless of their civil status.

Table 11. *Extent of Supervisory Behavior of Public Elementary School Administrators When Grouped According to Academic Qualifications (n = 93)*

| Indicators                             | Bachelors (n= 60) |          |            | Graduate (n=33) |          |            |
|----------------------------------------|-------------------|----------|------------|-----------------|----------|------------|
|                                        | Mean              | Std. Dev | VI         | Mean            | Std. Dev | VI         |
| Decision-making                        | 3.64              | .407     | Very Great | 3.60            | .382     | Very Great |
| Planning & Organizing (PO)             | 3.51              | .371     | Very Great | 3.47            | .370     | Very Great |
| Promoting Optimal Performance (POP)    | 3.49              | .502     | Very Great | 3.56            | .461     | Very Great |
| Professional Knowledge/Expertise (PKE) | 3.35              | .571     | Very Great | 3.46            | .496     | Very Great |
| Mean                                   | 3.50              | .414     | Very Great | 3.52            | .378     | Very Great |

Table 11 evaluates the extent of supervisory behavior of school administrators based on their academic qualifications, with data from 93 respondents divided between those with bachelor's degrees (n=60) and those with graduate qualifications (n=33). This segmentation assesses four supervisory behaviors: Decision-making, Planning & Organizing (PO), Promoting Optimal Performance (POP), and Professional Knowledge/Expertise (PKE), presenting mean scores, standard deviations (SD), and verbal interpretations for each group.

The findings illustrate subtle differences in supervisory behaviors between the two academic groups. Administrators with bachelor's degrees show slightly higher mean scores in Decision-making compared to those with graduate qualifications. In Planning & Organizing, bachelor's holders also score marginally higher than graduate holders. Conversely, graduate degree holders score higher in Promoting Optimal Performance compared to those with bachelor's degrees, and in the same way with Professional Knowledge/Expertise. Overall mean scores are very close, both graduate degree holders and bachelor's degree holders each rated as "Very Great."

These variations indicate that while bachelor's degree holders are slightly more decisive and organized, graduate degree holders exhibit strengths in applying their professional knowledge and enhancing performance, likely reflecting the deeper focus and specialization gained through advanced studies. The implications of these findings are significant for understanding how academic qualifications influence supervisory capabilities. Tailoring leadership development initiatives to leverage unique strengths and address specific gaps related to educational backgrounds can enhance the effectiveness of school administrators.

Studies by Mohamad and Twontawi (2021) suggest that higher academic achievements are often correlated with enhanced problem-solving and strategic thinking capabilities. Research by Kasalak, et al., (2022) highlights that graduate education tends to emphasize analytical and reflective skills, which can translate into superior performance in roles requiring deep expertise and strategic oversight.

Furthermore, research by Yoldaş (2023) demonstrates that ongoing professional development tailored to the specific educational levels of administrators can significantly improve their leadership effectiveness across various supervisory domains. Elvianasti and Dharma, (2021) emphasize the need for educational leadership programs to consider the academic backgrounds of school administrators, ensuring that training and development opportunities are aligned with their specific educational experiences and needs.

Table 12. *Extent of Supervisory Behavior of Public Elementary School Administrators When Grouped According to Administrative Categories (n = 93)*

| Indicators                             | Grade Leader (n=22) |      |            | Master Teacher (n=9) |      |            | School Coord (n=59) |      |            | School Head (n=3) |      |            |
|----------------------------------------|---------------------|------|------------|----------------------|------|------------|---------------------|------|------------|-------------------|------|------------|
|                                        | M                   | SD   | VI         | M                    | SD   | VI         | M                   | SD   | VI         | M                 | SD   | VI         |
| Decision-making                        | 3.57                | .563 | Very Great | 3.84                 | .208 | Very Great | 3.60                | .338 | Very Great | 3.75              | .336 | Very Great |
| Planning & Organizing (PO)             | 3.45                | .396 | Very Great | 3.67                 | .374 | Very Great | 3.48                | .369 | Very Great | 3.55              | .100 | Very Great |
| Promoting Optimal Performance (POP)    | 3.40                | .578 | Very Great | 3.83                 | .326 | Very Great | 3.50                | .469 | Very Great | 3.61              | .243 | Very Great |
| Professional Knowledge/Expertise (PKE) | 3.27                | .655 | Very Great | 3.80                 | .361 | Very Great | 3.37                | .512 | Very Great | 3.50              | .383 | Very Great |
| Mean                                   | 3.42                | .505 | Very Great | 3.78                 | .296 | Very Great | 3.49                | .368 | Very Great | 3.60              | .109 | Very Great |

Table 12 examines the extent of supervisory behavior of school administrators when grouped according to administrative categories, utilizing data from 93 participants. The administrators are categorized as Grade Leaders (n=22), Master Teachers (n=9), School Coordinators (n=59), and School Heads (n=3). This table provides an analysis across four supervisory behaviors: Decision-making, Planning & Organizing (PO), Promoting Optimal Performance (POP), and Professional Knowledge/Expertise (PKE), detailing mean scores, standard deviations (SD), and verbal interpretations for each role.

The results show that Master Teachers score the highest on average across all supervisory behaviors, particularly excelling in Decision-making and Promoting Optimal Performance. School Heads also score highly in Decision-making and POP, with. In contrast, Grade Leaders tend to score lower across all categories, with the lowest scores in Professional Knowledge/Expertise and overall mean. School Coordinators maintain consistent scores close to the group average.

These differences may reflect the varying responsibilities and focuses inherent in each role. Master Teachers, often deeply involved in instructional leadership and mentorship, may naturally excel in areas requiring strong decision-making and performance-enhancement skills. Similarly, the high scores among School Heads could be attributed to their overarching responsibility for school leadership and management, necessitating strong decision-making and expertise. Grade Leaders, handling more direct classroom management, might focus less on broad supervisory behaviors, reflected in their lower scores.

The implications of these findings highlight the need for tailored professional development that addresses the specific supervisory demands of different administrative roles. Understanding that these roles require distinct skill sets can help in designing more effective training and support systems.

Relevant literature underscores the importance of role-specific leadership and supervisory training. Research by Zheng (2023) suggests that targeted training for Master Teachers in leadership and performance management can enhance school-wide educational outcomes. Additionally, studies by Eichenauer, et al., (2021) highlight the critical role of School Heads in shaping school culture and policies, emphasizing the need for strong leadership capabilities across multiple supervisory domains. Research by Nguyen (2024) also notes the unique challenges faced by Grade Leaders, recommending more specialized support to enhance their supervisory and pedagogical skills. By aligning leadership development programs with the specific responsibilities and challenges of each role, educational institutions can ensure more effective and adaptive leadership across all levels of school administration (Rouabhia, 2023).

Table 13. *Significant Difference in the Level of Leadership Style of Public Elementary School Administrators According to Age (n=93)*

| Correlates | Mean | SD    | P=Value | Sig @ 0.05      | Status of Hypothesis |
|------------|------|-------|---------|-----------------|----------------------|
| Younger    | 3.77 | 0.521 | 0.890   | Not Significant | Not Rejected         |
| Older      | 3.73 | 0.382 |         |                 |                      |

Table 13 evaluates whether there is a significant difference in the level of leadership style of school administrators according to age, utilizing data from 93 respondents categorized into younger and older groups. This analysis includes mean scores, standard deviations (SD), p-values, significance levels at alpha = 0.05, and decisions on hypothesis rejection.

The results indicate no significant difference in leadership styles between younger and older school administrators. The younger group has a p-value of 0.890, which far exceeds the threshold for significance (alpha = 0.05). Similarly, the older group's mean score is slightly lower, but like the younger group, the difference is not statistically significant as indicated by the decision "not rejected" for both age categories.

The implications of these findings are important for understanding generational impacts on leadership styles. Since no significant differences were found, it indicates that age may not be a determining factor in how leadership styles are employed among school administrators. This could suggest that experience and maturity do not significantly alter the basic leadership approach, contrary to what might be expected.

According to Shah (2021) found that leadership style convergence across different age groups could be attributed to standardized leadership development programs that emphasize consistent approaches across generations. Additionally, studies by Rodrigues & Macedo (2020) suggest that the evolving nature of educational challenges necessitates a uniform leadership approach that transcends age differences.

Table 14. *Significant Difference in the Level of Leadership Style of Public Elementary School Administrators According to Sex (n=93)*

| <i>Correlates</i> | <i>Mean</i> | <i>SD</i> | <i>P=Value</i> | <i>Sig @ 0.05</i> | <i>Status of Hypothesis</i> |
|-------------------|-------------|-----------|----------------|-------------------|-----------------------------|
| Male              | 4.04        | 0.424     | 0.030          | Significant       | Rejected                    |
| Female            | 3.71        | 0.449     |                |                   |                             |

Table 14 explores the significant differences in the level of leadership style of school administrators according to sex, using data from 93 respondents. The table provides an analysis including mean scores, standard deviations (SD), p-values, significance at an alpha level of 0.05, and the decision on the hypothesis.

The results reveal a statistically significant difference in leadership styles between male and female administrators. Male administrators have a higher mean score and a p-value of 0.030, which is below the threshold for significance at  $\alpha = 0.05$ , leading to the rejection of the null hypothesis. Conversely, female administrators have a lower mean score. The significant p-value indicates a real difference in leadership styles influenced by gender, with males exhibiting a stronger presence in the measured leadership dimensions.

This finding suggests that male administrators might adopt more assertive or potentially more transformational leadership styles compared to their female counterparts. The higher mean score for males could reflect a different approach or behavior in leadership that is recognized or perceived differently within the educational environment.

Literature in the field of educational leadership supports these findings. Research by Zuraik and Perkins (2020) suggests that gender stereotypes can still influence the perception and effectiveness of leadership styles in educational settings, where males are often expected to be more decisive or commanding. Additionally, studies by Nguyen (2024) show that organizational culture and gender norms play a crucial role in shaping these leadership styles, which can impact the career progression and leadership development of female administrators.

Table 15. *Significant Difference in the Level of Leadership Style of Public Elementary School Administrators According to Civil Status (n=93)*

| <i>Correlates</i> | <i>Mean</i> | <i>SD</i> | <i>P=Value</i> | <i>Sig @ 0.05</i> | <i>Status of Hypothesis</i> |
|-------------------|-------------|-----------|----------------|-------------------|-----------------------------|
| Single            | 3.79        | 0.467     | 0.080          | Not Significant   | Not Rejected                |
| Married           | 3.58        | 0.373     |                |                   |                             |

Table 15 assesses the significant difference in the level of leadership style of school administrators according to civil status, using data from 93 respondents. This analysis includes the mean scores, standard deviations (SD), p-values, significance levels at  $\alpha = 0.05$ , and decisions regarding hypothesis testing.

The findings indicate no significant difference in leadership styles between single and married school administrators. Single administrators have a p-value of 0.080, which exceeds the threshold for significance, leading to a decision not rejected for the null hypothesis. Married administrators have a slightly lower mean score, but this difference also is not statistically significant.

This lack of significant difference suggests that civil status does not play a decisive role in shaping the leadership styles of school administrators. Both single and married administrators appear to employ similar leadership strategies, which might be influenced more by professional training and institutional culture rather than personal marital status.

Supporting literature in educational leadership echoes these conclusions. Research by Bush & Sargsyan (2020) suggests that professional development in educational leadership focuses on skills and knowledge that transcend personal lifestyle choices. Moreover, a study by Toprak (2020) indicates that while civil status can influence personal time management and stress levels, it does not significantly alter the leadership style adopted by school administrators.

Table 16. *Significant Difference in the Level of Leadership Style of Public Elementary School Administrators According to Academic Qualifications (n=93)*

| <i>Correlates</i> | <i>Mean</i> | <i>SD</i> | <i>P=Value</i> | <i>Sig @ 0.05</i> | <i>Status of Hypothesis</i> |
|-------------------|-------------|-----------|----------------|-------------------|-----------------------------|
| Bachelors         | 3.78        | 0.466     | 0.348          | Not Significant   | Not Rejected                |
| Graduate          | 3.69        | 0.437     |                |                   |                             |

Table 16 examines the potentially significant differences in the level of leadership style among school administrators based on their

academic qualifications, using data from 93 participants categorized into those holding bachelor's degrees and those with graduate qualifications. This statistical analysis provides details such as mean scores, standard deviations (SD), p-values, significance thresholds at  $\alpha = 0.05$ , and decisions on hypothesis testing.

The findings indicate that there is no significant difference in leadership styles between administrators with bachelor's degrees and those with graduate qualifications. Those with bachelor's degrees have a p-value of 0.348, which does not meet the threshold for significance, leading to the decision not rejected for the null hypothesis. Similarly, graduate degree holders, while not directly provided with a p-value in the table, are also indicated to have a non-significant difference.

This absence of significant difference suggests that the level of academic qualifications does not substantially influence the leadership styles employed by school administrators. This might indicate that the core competencies required for effective leadership in educational settings are developed to a sufficient standard at the bachelor's level, with additional graduate education not markedly altering these fundamental leadership approaches.

Research by Dinh, et al., (2020) suggests that leadership effectiveness is more closely related to practical experience and context-specific skills than to academic credentials alone. Further, a study by Frantz, et al., (2020) indicates that professional development focused on situational leadership and adaptive strategies might have a more direct impact on leadership styles than academic degree levels.

Table 17. *Significant Difference in the Level of Leadership Style of Public Elementary School Administrators According to Administrative Category (n=93)*

| Correlates         | Mean  | SD    | P=Value | Sig @ 0.05      | Status of Hypothesis |
|--------------------|-------|-------|---------|-----------------|----------------------|
| Grade Leader       | 3.585 | 0.380 | 0.202   | Not Significant | Not Rejected         |
| Master Teacher     | 3.764 | 0.462 |         |                 |                      |
| School Coordinator | 3.820 | 0.468 |         |                 |                      |
| School Head        | 3.612 | 0.546 |         |                 |                      |

Table 17 analyzes the significant differences in the level of leadership style among school administrators grouped according to their administrative roles, using data from 93 respondents categorized as Grade Leaders, Master Teachers, School Coordinators, and School Heads. This table provides mean scores, standard deviations (SD), p-values, and significance decisions at an alpha level of 0.05.

The results show that there is no statistically significant difference in leadership styles across the different administrative categories. Grade Leaders have a p-value of 0.202, indicating a non-significant difference. Master Teachers, School Coordinators, and School Heads, although not provided with specific p-values, are also shown to have non-significant differences in their leadership styles. Therefore, the hypothesis is not rejected.

Results suggest that the leadership styles employed by school administrators are consistent across various administrative roles. This uniformity could indicate that the leadership training and expectations within the educational institution are standardized, or that the inherent requirements of these roles do not differ enough to necessitate distinct leadership styles.

Research by Ullah (2023) suggests that effective leadership in educational settings often transcends specific role-based distinctions, relying instead on a broad set of universally applicable skills. Additionally, studies by Dimopoulos (2020) indicate that the challenges faced by administrators across different roles are often similar, thus benefiting from a unified approach to leadership training.

Table 18. *Significant Difference in the Extent of Supervisory Behavior of Public Elementary School Administrators According to Age (n=93)*

| Correlates | Mean | SD    | P=Value | Sig @ 0.05      | Status of Hypothesis |
|------------|------|-------|---------|-----------------|----------------------|
| Younger    | 3.48 | 0.414 | .474    | Not Significant | Not Rejected         |
| Older      | 3.57 | 0.387 |         |                 |                      |

Table 18 assesses whether there is a significant difference in the extent of supervisory behavior of school administrators according to age, using data from 93 respondents divided into younger and older groups. This analysis includes mean scores, standard deviations (SD), p-values, significance levels at  $\alpha = 0.05$ , and decisions on hypothesis rejection.

The results reveal no significant difference in supervisory behavior between younger and older school administrators. The younger group has a p-value of 0.474, which does not meet the threshold for statistical significance, leading to the decision not rejected for the null hypothesis. Similarly, the older groups also indicated as not significant.

This lack of significant difference suggests that supervisory behaviors are consistent across different age groups among school administrators. This uniformity could be due to similar training, experiences, or institutional standards that influence how administrators of varying ages perform their supervisory roles.

Supporting literature in the field of educational management supports these conclusions. Studies by Mohamad and Twontawi (2021) suggest that supervisory behavior in educational settings often transcends age, as the skills required are based on professional training and the specific demands of the job rather than age-related differences. Further research by Lusterio (2023) emphasizes that effective

supervisory practices are typically learned and refined through ongoing professional development rather than being inherently linked to age.

**Table 19. Significant Difference in the Extent of Supervisory Behavior of Public Elementary School Administrators According to Sex (n=93)**

| Correlates | Mean | SD    | P=Value | Sig @ 0.05      | Status of Hypothesis |
|------------|------|-------|---------|-----------------|----------------------|
| Male       | 3.63 | 0.332 | 0.290   | Not Significant | Not Rejected         |
| Female     | 3.49 | 0.406 |         |                 |                      |

Table 19 evaluates the potentially significant differences in the extent of supervisory behavior among school administrators according to sex, using data from 93 respondents divided into male and female groups. This statistical analysis includes mean scores, standard deviations (SD), p-values, and significance levels at alpha = 0.05, and decisions on the hypothesis are not rejected.

The results indicate no significant difference in supervisory behavior between male and female school administrators. Male administrators have a p-value of 0.290, which does not meet the threshold for statistical significance, leading to the decision not rejected for the null hypothesis. Female administrators have a slightly lower mean score, but like the males, the difference in supervisory behavior is also deemed not significant.

This finding implies that both male and female administrators are equally effective in their supervisory roles, despite potential cultural or societal expectations that might suggest otherwise. Since no significant differences were found, it supports the notion that gender does not influence the core competencies required for effective supervision in schools. This result is encouraging for the promotion of gender equality in educational leadership positions.

Supporting literature in educational leadership suggests that effective supervisory practices are likely influenced more by professional training and experience than by gender. Studies by Dimopoulos (2020) indicate that gender-neutral training programs in leadership and management can help equalize supervisory behaviors across male and female administrators. Additionally, research by Gaitanidou (2019) emphasizes that organizational culture and policy that support gender equity are crucial for ensuring that all administrators, regardless of gender, can perform effectively in their roles.

**Table 20. Significant Difference in the Extent of Supervisory Behavior of Public Elementary School Administrators According to Civil Status (n=93)**

| Correlates | Mean | SD    | P=Value | Sig @ 0.05      | Status of Hypothesis |
|------------|------|-------|---------|-----------------|----------------------|
| Single     | 3.50 | 0.379 | 0.605   | Not Significant | Not Rejected         |
| Married    | 3.55 | 0.485 |         |                 |                      |

Table 20 examines the significant differences in the extent of supervisory behavior of school administrators based on their civil status, utilizing data from 93 participants divided into single and married groups. This analysis provides mean scores, standard deviations (SD), p-values, significance levels at alpha = 0.05, and decisions regarding hypothesis rejection.

The findings indicate no significant difference in supervisory behavior between single and married school administrators. Single administrators have a p-value of 0.605, which is well above the threshold for significance, resulting in a decision not rejected for the null hypothesis. Married administrators report a slightly higher mean score, but this difference also fails to reach statistical significance.

This absence of a significant difference suggests that civil status does not play a critical role in influencing the supervisory behavior of school administrators. Both single and married administrators appear to employ similar supervisory strategies, which might be attributed to standardized training, shared professional standards, or the universal nature of the supervisory roles within the educational sector.

Supporting literature in educational management supports these conclusions. Research by Eyana (2024) suggests that supervisory behavior in educational settings is likely shaped more by professional experiences and organizational culture than by personal life circumstances. Furthermore, a study by Salehi (2019) indicates that effective supervisory practices are typically learned through professional development rather than being inherently linked to civil status.

**Table 21. Significant Difference in the Extent of Supervisory Behavior of Public Elementary School Administrators According to Academic Qualifications (n=93)**

| Correlates | Mean | SD    | P=Value | Sig @ 0.05      | Status of Hypothesis |
|------------|------|-------|---------|-----------------|----------------------|
| Bachelors  | 3.50 | 0.414 | 0.765   | Not Significant | Not Rejected         |
| Graduate   | 3.79 | 0.378 |         |                 |                      |

Table 21 investigates whether there are significant differences in the extent of supervisory behavior of school administrators based on their academic qualifications, analyzing data from 93 respondents, divided into those with bachelor's degrees and those with graduate qualifications. The table provides mean scores, standard deviations (SD), p-values, significance levels at alpha = 0.05, and decisions regarding the null hypothesis.

The results indicate that there is no significant difference in supervisory behavior between administrators with bachelor's degrees and

those with graduate qualifications. Administrators holding bachelor's degrees have a p-value of 0.765, which is well above the threshold for significance, leading to the decision not to reject the null hypothesis. Similarly, those with graduate qualifications, though they have a higher mean score, are also classified under the not significant category, indicating that the difference in supervisory behavior is not statistically significant.

The results suggest that the level of academic qualifications—whether bachelor's or graduate—does not crucially influence the supervisory behaviors of school administrators. This might imply that the supervisory skills required for effective administration are sufficiently developed at the undergraduate level and that additional academic qualifications do not significantly alter these fundamental supervisory capabilities.

Supporting literature in educational management suggests that while higher academic qualifications may enhance knowledge and perhaps analytical abilities, they do not necessarily translate into improved or altered supervisory practices. Studies by Mashele and Alagidede (2022) highlight that practical experience, on-the-job training, and continuous professional development often have a more direct impact on the supervisory skills of administrators than formal educational levels.

Table 22. *Significant Difference in the Extent of Supervisory Behavior of Public Elementary School Administrators According to Administrative Category (n=93)*

| <i>Correlates</i>  | <i>Mean</i> | <i>SD</i> | <i>P=Value</i> | <i>Sig @ 0.05</i> | <i>Status of Hypothesis</i> |
|--------------------|-------------|-----------|----------------|-------------------|-----------------------------|
| Grade Leader       | 3.42        | 0.505     | 0.133          | Not Significant   | Not Rejected                |
| Master Teacher     | 3.78        | 0.296     |                |                   |                             |
| School Coordinator | 3.49        | 0.368     |                |                   |                             |
| School Head        | 3.60        | 0.109     |                |                   |                             |

Table 22 evaluates the significant differences in the extent of supervisory behavior of school administrators according to their administrative roles, analyzing data from 93 participants categorized as Grade Leaders, Master Teachers, School Coordinators, and School Heads. The table provides mean scores, standard deviations (SD), p-values, significance levels at alpha = 0.05, and decisions regarding the null hypothesis.

The results show that there are no statistically significant differences in supervisory behaviors across different administrative categories. Grade Leaders have a p-value of 0.133, which does not meet the threshold for statistical significance, leading to the decision not rejected for the null hypothesis. Master Teachers, although having a higher mean score, School Coordinators and School Heads also fall into the "Not Significant" category, suggesting that the differences in supervisory behavior are not statistically meaningful.

This lack of significant difference indicates that supervisory behaviors are consistently applied across various administrative roles within the school system. This finding may reflect standardized training, shared professional standards, or the universal nature of the supervisory expectations within the educational sector, which transcend specific administrative distinctions. Given that no significant differences are observed, it suggests that educational institutions might benefit from developing core supervisory competencies that are applicable across all administrative roles, rather than tailoring programs specifically to each category.

Supporting literature in educational leadership supports this unified approach. Research by Goodman-Scott and Brown (2022) suggests that effective leadership in educational settings often relies on a broad set of skills that are universally applicable rather than specific to any role. Additionally, studies by Heemskerk (2019) indicate that the challenges faced by administrators across different roles are often similar, thus benefiting from a standardized approach to supervisory training.

Table 23. *Relationship between the Level of Leadership Style and the Extent of Supervisory Behavior of Public Elementary School Administrators (n=93)*

| <i>Correlates</i>    | <i>Mean</i> | <i>SD</i> | <i>P=Value</i> | <i>Sig @ 0.05</i> | <i>Status of Hypothesis</i> |
|----------------------|-------------|-----------|----------------|-------------------|-----------------------------|
| Leadership Style     | 3.70        | 0.456     | 0.298          | Not Significant   | Not Rejected                |
| Supervisory Behavior | 3.51        | 0.400     |                |                   |                             |

Table 23 examines the relationship between the level of leadership style and the extent of supervisory behavior among school administrators, utilizing data from 93 respondents. This analysis presents mean scores, standard deviations (SD), p-values, and significance levels at an alpha of 0.05, along with decisions regarding the null hypothesis.

The results show no significant statistical relationship between the leadership style and supervisory behavior of school administrators. Leadership style is recorded with a p-value of 0.298, which does not meet the threshold for significance, leading to the decision not rejected for the null hypothesis. Similarly, supervisory behavior while a specific p-value is not provided, it is indicated that the relationship between these variables is not statistically significant.

This suggests that while both leadership style and supervisory behavior are crucial aspects of school administration, they may operate independently rather than being closely interconnected. This could indicate that the effectiveness in one domain does not necessarily predict or require effectiveness in the other, possibly due to the diverse skills and competencies each area demands. It also suggests that training and development programs in educational leadership might benefit from addressing leadership style and supervisory behavior as distinct competencies. Each area could require specialized focus and development strategies to optimize the overall

effectiveness of school administrators.

Supporting literature in educational management suggests that while leadership style influences organizational culture and teacher motivation, supervisory behavior is more directly linked to operational efficiencies and the implementation of educational policies. Studies by Yusnita (2022) suggest that effective leadership styles might not always translate into effective supervisory practices, and vice versa, as each requires different approaches and skills. By ensuring that school administrators are well-equipped in both areas, educational institutions can enhance their operational success and foster a positive educational environment (Ibrahim, 2023). This approach ensures that administrators are prepared to meet various challenges effectively, regardless of whether these challenges are related to overarching leadership or day-to-day supervisory tasks (McCutcheon & Haynes, 2022).

## Conclusions

The findings of this study demonstrate a high level of uniformity in leadership styles and supervisory behaviors among public elementary school administrators, irrespective of their personal or professional distinctions. The absence of significant differences in leadership styles such as autocratic, democratic, and laissez-faire across various demographics and professional categories indicates that the training and development programs for school administrators are both comprehensive and effective. This standardization ensures that all administrators, regardless of their background or personal characteristics, are equipped with the necessary leadership skills to manage their responsibilities efficiently. Such uniformity is crucial for fostering a cohesive and stable educational environment where leadership quality does not fluctuate based on individual differences.

Furthermore, the consistent excellence in supervisory behaviors across different groups highlights the effectiveness of professional development initiatives that prepare school administrators to excel in essential roles such as decision-making and planning. The lack of a significant correlation between leadership styles and supervisory behaviors suggests that these areas are developed independently within training programs, allowing administrators flexibility in their approach to both leading and managing their schools. This independence is advantageous as it ensures that administrators can adapt their leadership style to best fit their inclinations and the specific needs of their school environment, while still maintaining high standards in their supervisory duties. Overall, the findings support the effectiveness of current educational leadership programs in creating well-rounded administrators capable of leading and supervising with consistent competence across diverse educational settings.

Based on the insights garnered from the study, the following recommendations are proposed to enhance the leadership effectiveness and supervisory capacities across various roles within the educational system:

**School's Division Superintendent** to enhance leadership development programs, and continue to refine and expand leadership development initiatives to ensure that they remain comprehensive and accessible. Focus on cultivating a culture of adaptive leadership that encourages administrators to tailor their approach to the specific needs of their schools and also to monitor and evaluate training efficacy to implement regular assessments of training programs to ensure their ongoing relevance and effectiveness in preparing administrators for their roles. Feedback mechanisms should be established to gather insights from school heads and other stakeholders to inform continuous improvement.

**Public School District Supervisors** to foster mentorship programs for them to develop and support mentorship programs that connect less experienced school heads with seasoned administrators to share best practices and leadership strategies. This can enhance on-the-job learning and help to maintain high standards across schools. Promote Collaborative Practices by encouraging school heads to engage in collaborative projects and peer-review sessions which can foster a supportive network among schools, promoting consistency in leadership and supervisory practices across the district.

**Public School Heads** to Adopt Flexible Leadership Styles. While maintaining high standards of leadership, school heads should be encouraged to explore and integrate various leadership styles to find the most effective approach for their unique school environments and challenges. Thus, professional development of school heads should regularly monitor and participate in professional development courses that not only refresh their leadership skills but also keep them abreast of the latest educational strategies and technologies.

**Human Resource Development Officer** to provide tailored training to meet diverse needs. Design and offer training programs that are tailored to address the specific needs of various administrative roles within the education sector. This includes specialized training for newly appointed administrators, as well as advanced courses for more experienced leaders. Evaluate competency frameworks regularly and review and update the competency frameworks to ensure they align with the current demands of educational leadership and management roles, promoting consistency and excellence across all levels of school administration.

**Faculty and Staff** to encourage participation in decision-making. School administrators should involve faculty and staff in the decision-making process where appropriate. This inclusive approach can enhance team cohesion and ensure that diverse perspectives are considered in school governance. Provide professional growth opportunities to facilitate opportunities for them to engage in professional development that enhances their own leadership and supervisory skills. This not only benefits their career growth but also contributes to a more robust educational environment.

The results of the study justify the researcher's decision to include other variables to be included in the study. She recommends, therefore, to future researchers who might be conducting along the line to include other variables such as socioeconomic status, religious

denominations, and type of school, and also to conduct a similar study among the rank-and-file personnel not only in Deped but of other institutions public or private.

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