

Regression Equation Model of Leadership Styles and Change Management Competencies of Public Elementary School Heads

Dr. Swanie O. Fernandez*

* Faculty, Lambakin Elementary School, Lambakin, Marilao, Bulacan, Philippines

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Abstract- This study primarily aimed to explore the extent of leadership styles and change management competencies of public elementary school heads in Region III. The study evaluated leadership approaches including transformational, transactional, and blended leadership. Change management competencies were analyzed based on the following domains such as strategic planning, communication, project management, innovation, and personal excellence.

A descriptive evaluative, descriptive comparative, and descriptive correlational research designs were utilized in this study. It was found out that a substantial number of the respondents yielded positive results among the indicators of transformational, transactional and blended leadership. Within the scope of the five domains of competencies on change management, the findings proved that there was a significant difference in the change management competencies of school heads relating to strategic planning, communication, project management, innovation, and personal excellence when grouped according to profile, except in gender, civil status, and number of schools served.

A regression equation model of leadership styles and change management competencies were crafted based on the findings of the study.

Index Terms- Change Management Competencies, Leadership Styles, Model, School Heads

I. INTRODUCTION

Change is fast and persistent. It is the only continuous realism of existence and is seen not just in private life but also on the professional front. As stated by Benoit (2017), the capacity to react to change is a central responsibility in any leadership pose and how successful a principal manages change and commands the entire metamorphosis are critical to the organization's success. When an organization lays its confidence in leadership, the workforce looks to those commanders to lead the forthcoming transformation. Change with no leadership may give rise to pandemonium or doubt from employees or shareholders, and the vision of change could be vanished. The school heads are accountable for establishing the call for change, setting shared missions and visions, and emerging as a remarkable and influential director throughout the change process.

In the light of global development and the significant speed of change in the globe, academic modification nowadays has happened to be the utmost concern for various nations (Tai et al., 2014). In this time of change and expansion, leaders are the persons who have the major impact in the accomplishment and lasting developments of all institutions and organizations and in the formation and solid preservation of organizational mores (Robbins & Judge, 2013). The school heads as leaders determine the course the schools are going. They are mostly in charge in the overall performance of an institution. The immense changes in the range of work, set of competencies required, and indispensable proficiency in running the school make their role as school heads more difficult, diverse, and demanding (Cruz, Villena, Navarro, Belecina, & Garvida, 2016).

Modification measures designed at enhancing education in the Philippines have not completely thriving in reflecting the results of structural changes into viable advancement in educational outcomes. Addition to this is the regular change in DepEd leadership and conflict within the DepEd bureaucracy (Philippine Institute for Development Studies, 2012). Among other issues that are faced by the school heads are the National Achievement Test (NAT) results which are notably poor in mathematics and science. The Philippines scored behind both science and mathematics for grades 4 and 8 and was placed near bottom with its regional competitors in the Trends in International Mathematics and Science Study (Yap, 2011).

One of the most significant innovations of basic education in the Philippines at the onset of the 21st centenary was the shift from K to 12 curriculum. In addition, the decentralization, school-based management, dropped out rate, school performance, growing need of the public and stakeholders thus placed the principals in a situation where their capacity and cope-ability expertise are examined. This state has promoted changes in the function of school leaders, especially as a product of progress in the education structure, decentralization, liability, and larger community engagement. School managers require an innovative blend of competencies to adequately form their organization and build their faculty members to fulfill these difficulties and implement change successfully. It demands a multi dimensional set of skills because if they are not prepared with these competencies particularly, change competencies and inefficient commence of change development, school efficacy will eventually suffer.

Thus far, profusion of investigations has been undertaken on leadership styles; however, a small number of empirical studies focus on change management competencies of school heads. This exploration sought to find out the relationship between leadership styles of school heads and their change management competencies as one of the primary causes in delivering positive change to the organization. Ultimately, in order for the school heads to address the needs that have been rested upon them with educational changes and institutional responsibilities, the urgency to examine this issue further is crucial..

II. RESEARCH QUESTIONS

The central objective of this inquiry was to determine what extent the school heads in Region III practice leadership styles and change management competencies.

Specifically, this investigation aimed to resolve the following questions:

1. What is the profile of the school head-respondents in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 civil status;
 - 1.4 present position;
 - 1.5 highest educational attainment;
 - 1.6 length of service as school heads; and
 - 1.7 number of schools served?
2. To what extent do the school head-respondents practice the following leadership styles:
 - 2.1 transformational leadership;
 - 2.2 transactional leadership; and
 - 2.3 blended leadership?
3. What are the change management competencies of the school head-respondents in Region III based on the following dimensions:
 - 3.1 strategic planning;
 - 3.2 communication;
 - 3.3 project management;
 - 3.4 innovation; and
 - 3.5 personal excellence?
4. Is there a significant difference in the leadership styles of public elementary school heads when grouped according to profile?
5. Is there a significant difference in the change management competencies of elementary school heads when grouped according to profile?
6. Is there a significant relationship between leadership styles and change management competencies of public elementary school heads?
7. What regression equation model may be crafted based on the findings of the study?

III. RESEARCH METHODOLOGY

The study was conducted all over Region III assessing the degree of practice of leadership styles and change management competencies of school heads in the elementary department. Descriptive evaluative, descriptive comparative, and descriptive correlational research designs were utilized in this study to find

out the leadership styles and change management competencies of public elementary school heads.

The participants of the study were employed for the school year 2019-2020, with five years experience as school heads. Excluded criterion was the school head who supervised the annex school in the elementary, only the principal item in the Department of Education for the elementary department constituted the study requirements. The study also employed Cochran's formula and convenience sampling technique.

Given the general characteristics of the school head-respondents, the researcher gathered 925 principals in the region. This was due to data gathering constraints which the researcher experienced.

To quantify the data in the study, the succeeding statistical measurements were employed.

Frequency and percentage were utilized to summarize the profile of the respondents, the weighted mean was applied to determine the leadership styles and change management competencies of the school head-respondents, Mann Whitney U Test and Kruskal Wallis Test were selected to determine the significant difference in the leadership styles and change management competencies of the school head-respondents when they were grouped according to their profile, Spearman Rho was operated to examine the significant relationship between leadership styles and change management competencies of the respondents and Linear Regression was utilized to craft an illustration of the study.

IV. RESULTS AND DISCUSSION

Table 1. Profile of the School Head-Respondents

Profile	Frequency	Percentage
Age		
36 - 40 Years Old	92	9.9%
41 - 45 Years Old	190	20.5%
46 - 50 Years Old	376	40.6%
51 - 55 Years Old	251	27.1%
56 - 60 Years Old	16	1.7%
61 - 65 Years Old		0.0%
Gender		
Male	393	42.5%
Female	532	57.5%
Civil Status		
Single	58	6.3%
Married	850	91.9%
Widow/er	17	1.8%
Present Position		
Principal I	390	42.2%
Principal II	355	38.4%
Principal III	98	10.6%
Principal IV	82	8.9%

Highest Educational Attainment		
MA units	83	9.0%
MA Degree	302	32.6%
PhD/EdD units	383	41.4%
PhD/EdD Degree	157	17.0%
Length of Service as a School Head		
5 to 10 Years	319	34.5%
11 to 15 Years	281	30.4%
16 to 20 Years	292	31.6%
21 to 25 Years	17	1.8%
31 to 35 Years	16	1.7%
Number of Schools Served		
2 to 5 Schools	890	96.2%
6 to 10 Schools	35	3.8%
Total	925	100.0%

Table 1 reveals the profile of the respondents. It can be gleaned from the table that 925 responses of the school heads from Region III were acquired. The largest part of the respondents was aged between 46 to 50 years old with 40.6%; followed by those between 51 to 55 years of age with 27.1%; third-largest was aged between 41 to 45 with 20.5%; fourth was between 36 to 40 years young with 9.9%, last of all was 56 to 60 years of age with 1.7%.

Out of 925 school head-respondents who took part in the study, majority were females 532 (57.5%) and 393 (42.5%) were males. Majority were married 850 (91.9%); 58 (6.3%) were single; and 17 (1.8%) were widow or widower. In terms of the position held by the school heads, significant majority held the position of Principal I in the region with 390 (42.2%); 355 (38.4%) were Principal II; 98 (10.6%) were Principal III; and 82 (8.9%) were Principal IV.

With reference to the highest educational attainment of the respondents, the school heads in Region III predominantly had units in doctoral degrees with 383 (41.4%), considerable number of the school heads were master degree holders 302 (32.6%) while 157 (17.0%) gained their doctorate. In relation to the length of service as school heads, majority of the respondents served 5 to 10 years with 34.5%; second highest is between 11 to 15 years with 30.4%; and third is between 16 to 20 years of service as school heads in the department.

With regard to the number of school served, a large proportion of the respondents served 2 to 5 elementary schools with 890 (96.2%); whereas, insignificant percentage (3.8%) of school heads served 6 to 10 schools in the region.

Table 2.1 Extent of Transformational Leadership Style Practices among School Heads

Transformational Leadership	Weighted Mean	Qualitative Description

Idealized Influence (Attributed)		
1. As a school head, I make others feel good around me.	3.98	Frequently
2. I have complete faith in my subordinates.	3.76	Frequently
3. Others are proud to be associated with me	3.69	Frequently
Average Weighted Mean	3.81	Frequently

Idealized Influence (Behavior)		
4. I can express with a few simple words what I could do and would do.	3.48	Fairly Often
5. I provide appealing images to what I can do.	3.83	Frequently
Average Weighted Mean	3.65	Frequently

Inspirational Motivation		
6. I help others find meaning in their works.	3.96	Frequently
7. I enable others to think about old problems in a new way.	3.49	Fairly Often
Average Weighted Mean	3.73	Frequently

Intellectual Stimulation		
8. I provide others with new ways of looking at puzzling things.	3.71	Frequently
9. I consider the moral and ethical consequences of decision made.	3.87	Frequently
10. I help others develop their strengths.	3.96	Frequently
Average Weighted Mean	3.85	Frequently

Individual Consideration		
11. I let others know how I think they are doing.	3.84	Frequently
12. I give personal attention to others who seem rejected.	3.85	Frequently
Average Weighted Mean	3.85	Frequently

Grand Weighted Mean 3.78 **Frequently**

Legend: 1.00-1.49 Once in a while, 1.50-2.49 Sometimes, 2.50-3.49 Fairly Often, 3.50-4.00 Frequently

The extent of transformational leadership practices among the school heads had generated a grand weighted mean of 3.78 designated as *Frequently*. Substantial number of the respondents yielded positive results among the indicators on transformational leadership.

Table 2.2 Extent of Transactional Leadership Style Practices among School Heads

Transactional Leadership	Weighted Mean	Qualitative Description
Contingent Reward		
1. I tell others what to do if they want to be rewarded for their work.	3.80	Frequently
2. I provide recognition / rewards when others reach their goals.	3.98	Frequently
3. I call attention to what others can get for what they accomplish.	3.91	Frequently
Average Weighted Mean	3.90	Frequently

Management by Exception (Passive)

4. I am satisfied when others continue working in the same way always.	3.65	Frequently
5. I have the idea "As long as things are working, I do not try to change it".	2.48	Sometimes
Average Weighted Mean	3.06	Fairly Often
Management by Exception (Active)		
6. I tell others the standards they have to know to carry out their work.	3.44	Fairly Often
7. I am contented to let others continue working in the same ways always.	2.91	Fairly Often
Average Weighted Mean	3.17	Fairly Often
Grand Weighted Mean	3.38	Fairly Often

Legend: 1.00-1.49 Once in a while, 1.50-2.49 Sometimes, 2.50-3.49 Fairly Often, 3.50-4.00 Frequently

The grand weighted mean of 3.38 represented as *Fairly Often* was obtained by most of the respondents. The findings emphasize that transactional leadership is relatively a common practice of the school heads in the region.

Table 2.3 Extent of Practices on Blended Leadership Style among School Heads

Blended Leadership	Weighted Mean	Qualitative Description
I have my capacity as a school leader to:		
1. Develop a shared vision for the attributes of a next generation school.	3.80	Frequently
2. Develop and implement a plan for transforming our teaching and learning system through blended learning.	3.85	Frequently
3. Create a collaborative school culture.	3.98	Frequently
4. Lead an engaging application and problem-based learning environment that support creativity, critical thinking, and problem solving.	3.74	Frequently
5. Support my teachers in making optimum use of technologies, digital resources, and data systems.	3.91	Frequently
6. Support my teachers in creating personalized, competency-based, flexible learning environments.	3.73	Frequently
7. Build community support for new approaches to teaching and learning.	3.87	Frequently
8. Use proven approaches for leading and managing the necessary changes specific to this work.	3.96	Frequently
Grand Weighted Mean	3.86	Frequently

Legend: 1.00-1.49 Once in a while, 1.50-2.49 Sometimes, 2.50-3.49 Fairly Often, 3.50-4.00 Frequently

The grand weighted mean of 3.86 classified as *Frequently* was generated among the school heads being studied. All indicators on blended leadership resulted the same interpretation acquired by the respondents. From these, it would positively mean that the school heads performed blended leadership consistently.

Table 3.1 Change Management Competencies as to Strategic Planning Among School Heads

Strategic Planning	Weighted Mean	Qualitative Description
As a school head, I can...		
1. Establish E-BEIS/SIS and baseline data of all performance indicators.	3.84	Frequently
2. Involve all internal and external stakeholders in developing SIP/AIP.	3.85	Frequently
3. Utilize data, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP.	3.74	Frequently
4. Align the SIP/AIP with national, regional and local education policies and thrusts.	3.96	Frequently
5. Communicate effectively SIP/AIP to internal and external stakeholders.	3.96	Frequently
6. Resolve problems at the school level.	3.97	Frequently
7. Assist teachers and students to understand problems and identify possible solutions.	3.61	Frequently
8. Analyze cause/s of problems critically and objectively.	3.32	Fairly Often
9. Address the causes of the problem rather than symptoms.	3.63	Frequently
10. Explore several approaches in handling problems.	3.32	Fairly Often
11. Demonstrate a proactive approach to problem solving.	3.34	Fairly Often
Grand Weighted Mean	3.68	Frequently

Legend: 1.00-1.49 Once in a while, 1.50-2.49 Sometimes, 2.50-3.49 Fairly Often, 3.50-4.00 Frequently

Majority of the school heads in the region were well-versed in terms of strategic planning. The grand weighted mean of 3.68 which is understood as *Frequently*, represents a significant level of performance demonstrated by most of the respondents.

Table 3.2 Change Management Competencies as to Communication among School Heads

Communication	Weighted Mean	Qualitative Description
As a school head, I can...		
1. Communicate effectively to staff and other stakeholders in both oral and written forms.	3.42	Fairly Often
2. Ensure clear, consistent and interactive communication to receive buy-in from the school community.	3.75	Frequently
3. Listen to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context.	3.42	Fairly Often
Grand Weighted Mean	3.53	Frequently

Legend: 1.00-1.49 Once in a while, 1.50-2.49 Sometimes, 2.50-3.49 Fairly Often, 3.50-4.00 Frequently

Communication competency of the school heads is assessed by the subsequent indicators and provided in Table 3.2. It comprises of three measures. The school head-respondents obtained an average weighted mean of 3.53 interpreted as *Frequently*. Among the three indicators of this dimension, two indicators fell on identical group as *Fairly Often* (3.42) which indicates that the school head-respondents communicated effectively to staff and other stakeholders. Furthermore, the respondents listened to stakeholders' needs and concerns and

responded appropriately in consideration of the political, social, legal, and cultural context.

Table 3.3 Change Management Competencies as to Project Management among School Heads

Project Management	Weighted Mean	Qualitative Description
As a school head, I can...		
1. Lead in formulating a plan of action for programs and projects.	3.76	Frequently
2. Ensure that programs and projects support student performance.	3.77	Frequently
3. Supervise and evaluate program and project implementation.	3.77	Frequently
Grand Weighted Mean	3.77	Frequently

Legend: 1.00-1.49 Once in a while, 1.50-2.49 Sometimes, 2.50-3.49 Fairly Often, 3.50-4.00 Frequently

Highlighted in Table 3.3 is the change management competencies as to project management among the school head-respondents. It comprises of three measures. Indicator 2 which contains the ability of the school head to ensure that programs and projects support student performance and indicator 3 which signifies the ability of the school head to supervise and evaluate program and project implementation yielded similar weighted mean of 3.77 specified as *Frequently*. The grand weighted mean of 3.77 interpreted as *Frequently* was acquired by the respondents. All three indicators from this dimension yielded the same results.

Table 3.4 Change Management Competencies as to Innovation among School Heads

Innovation	Weighted Mean	Qualitative Description
As a school head, I can...		
1. Asses local, national and global challenges and trends in education and their implications for the school.	3.49	Fairly Often
2. Maintain an open mind towards ideas to reach creative solutions to educational problems.	3.48	Fairly Often
3. Assess forces that promote and inhibit change and innovation and utilize results.	3.42	Fairly Often
4. Facilitate change and promote innovations consistent with current and future school community needs.	3.38	Fairly Often
5. Empower and support school staff to design program for change and innovation that demonstrate problem-solving and creative learning process.	3.84	Frequently
6. Lead the school in responding to uncertain and ambiguous environment.	3.96	Frequently
7. Foster collegial movement to sustain creativity and innovation.	3.47	Fairly Often
8. Recognize and reward those who initiate and sustain change and innovation.	3.74	Frequently
9. Demonstrate a willingness to act against the traditional ways when they impede change and innovations for performance improvement.	3.39	Fairly Often

10. Evaluate the impact of change and innovation.	3.39	Fairly Often
11. Facilitate institutionalization of change and innovation.	3.79	Frequently
Grand Weighted Mean	3.58	Frequently

Legend: 1.00-1.49 Once in a while, 1.50-2.49 Sometimes, 2.50-3.49 Fairly Often, 3.50-4.00 Frequently

The school heads revealed to be regularly employing innovation in the framework of change management with an average weighted mean of 3.58. Seven indicia under this portion established qualitative descriptions of *Fairly Often*. The highest mean concerned with leading the school in responding to uncertain and ambiguous environment garnered 3.96 weighted mean. Second highest dealt with empowering and supporting school staff to design program for change and innovation that demonstrate problem-solving and creative learning process which obtained 3.84 weighted mean interpreted as *Frequently*. These records prove that the school heads were constantly engaging innovations in their particular institution.

Table 3.5 Change Management Competencies as to Personal Excellence among School Heads

Personal Excellence	Weighted Mean	Qualitative Description
As a school leader, I can...		
1. Demonstrate understanding of what is important, what is not, and what should be worked on.	3.39	Fairly Often
2. Focus attention on critical tasks and manage conflicting demands.	3.47	Fairly Often
3. Use effective time management techniques and always be aware of timelines.	3.87	Frequently
4. Exercise sound judgment based on facts, experience, and functional knowledge.	3.37	Fairly Often
5. Demonstrate the ability to make timely and effective decision based on prescribed national policies, appropriate tools, and processes.	3.39	Fairly Often
6. Take responsibility for decisions made.	3.86	Frequently
Grand Weighted Mean	3.56	Frequently

Legend: 1.00-1.49 Once in a while, 1.50-2.49 Sometimes, 2.50-3.49 Fairly Often, 3.50-4.00 Frequently

Personal excellence of the school heads acquired an average weighted mean of 3.56 and counted as *Frequently*. Among the six indicators, it shows that indicator 4 under this dimension has the lowest mean with 3.37 and interpreted as *Fairly Often*. It addresses the practice of sound judgment based on facts, experience, and functional knowledge. Second lowest is indicator 1 which demonstrates the understanding of a school head of what is important, what is not, and what should be worked on and indicator 5 which demonstrates the ability of the school head to make timely and effective decision based on prescribed national policies, appropriate tools and processes. Both obtained 3.39 weighted mean interpreted as *Fairly Often*.

Table 4. Test of Significant Difference in the Leadership Styles of School Heads when Grouped According to Profile

Profile	Leadership Styles		
	Transformational Leadership	Transactional Leadership	Blended Leadership
Age			
P-Value	0.000 *56-60 Years Old	0.000 *56-60 Years Old	0.003 *56-60 Years Old
Remark	Significant	Significant	Significant
Gender			
P-Value	0.000 *Female	0.812	0.012 *Female Not
Remark	Significant	Not Significant	Significant
Civil Status			
P-Value	0.016 *Widow/er	0.134	0.001 *Widow/er Not
Remark	Significant	Not Significant	Significant
Present Position			
P-Value	0.000 *Principal IV	0.000 *Principal IV	0.000 *Principal IV
Remark	Significant	Significant	Significant
Highest Educational Attainment			
P-Value	0.000 *PhD/EdD Degree	0.000 *PhD/EdD Degree	0.000 *PhD/EdD Degree
Remark	Significant	Significant	Significant
Length of Service as a School Head			
P-Value	0.000 *31-35 Years	0.000 *31-35 Years	0.000 *31-35 Years
Remark	Significant	Significant	Significant
Number of Schools Served			
P-Value	0.000 *2-5 Schools	0.247	0.803 Not
Remark	Significant	Not Significant	Significant

Legend: Significant at $P < 0.05$, *Highest Assessment

With regard to transformational leadership, the computed P-values for age ($P=0.000$), gender ($P=0.000$), civil status ($P=0.016$), present position ($P=0.000$), highest educational attainment ($P=0.000$), length of service as a school head ($P=0.000$), and number of schools served ($P=0.000$) are less than 0.05 level of significance; thus, the null hypothesis is rejected.

Corresponding to transactional leadership, the computed P-values for age ($P=0.000$), present position ($P=0.000$), highest educational attainment ($P=0.000$), and length of service as a school head ($P=0.000$) are less than 0.05 level of significance; thus, the null hypothesis is rejected, on the other hand, since the computed P-values for gender ($P=0.812$), civil status ($P=0.134$), and number of schools served ($P=0.247$) are greater than 0.05 level of significance; thus, it fails to reject the null hypothesis.

Lastly, with regard to blended leadership, the computed P-values for age ($P=0.003$), gender ($P=0.012$), civil status ($P=0.001$), present position ($P=0.000$), highest educational attainment ($P=0.000$), and length of service as a school head ($P=0.000$) are less than 0.05 level of significance; thus, the null hypothesis is rejected, on the other hand, since the computed P-value for number of schools served ($P=0.803$) is greater than 0.05 level of significance, thus, it fails to reject the null hypothesis.

Table 5. Test of Significant Difference in the Change Management Competencies of School Heads when Grouped According to Profile

Profile	Change Management Competencies				
	Strategic Planning	Communication	Project Management	Innovation	Personal Excellence
Age					
P-Value	0.000 *41-45 Years Old	0.000 *41-45 Years Old	0.000 *41-45 Years Old	0.000 *41-45 Years Old	0.000 *41-45 Years Old
Remark	Significant	Significant	Significant	Significant	Significant
Gender					
P-Value	0.767	0.581	0.000 *Female	0.002 *Male	0.001 *Male
Remark	Not Significant	Not Significant	Significant	Significant	Significant
Civil Status					
P-Value	0.223	0.016 *Widow/er	0.141	0.018 *Widow/er	0.054
Remark	Not Significant	Significant	Not Significant	Significant	Not Significant
Present Position					
P-Value	0.000 *Principal IV	0.000 *Principal IV	0.000 *Principal IV	0.000 *Principal IV	0.000 *Principal IV
Remark	Significant	Significant	Significant	Significant	Significant
Highest Educational Attainment					
P-Value	0.000 *PhD/EdD Degree	0.000 *PhD/EdD Degree	0.000 *PhD/EdD Degree	0.000 *PhD/EdD Degree	0.000 *PhD/EdD Degree
Remark	Significant	Significant	Significant	Significant	Significant
Length of Service as a School Head					
P-Value	0.000 *31-35 Years	0.000 *31-35 Years	0.000 *31-35 Years	0.000 *31-35 Years	0.000 *31-35 Years
Remark	Significant	Significant	Significant	Significant	Significant
Number of Schools Served					
P-Value	0.387	0.595	0.029 *2-5 Schools	0.956	0.998
Remark	Not Significant	Not Significant	Significant	Not Significant	Not Significant

Legend: Significant at $P < 0.05$, *Highest Assessment

With reference to strategic planning, the computed P-values for age ($P=0.000$), present position ($P=0.000$), highest educational attainment ($P=0.000$), and length of service ($P=0.000$) are less than 0.05 level of significance; thus, the null hypothesis is rejected, on the other hand, since the computed P-values for gender ($P=0.767$), civil status ($P=0.223$), and number of school served ($P=0.387$) are greater than 0.05 level of significance; thus, it fails to reject the null hypothesis.

Concerning to communication domain, the computed P-values for age ($P=0.000$), civil status ($P=0.016$), present position ($P=0.000$), highest educational attainment ($P=0.000$), and length

of service (P=0.000) are less than 0.05 level of significance; thus, the null hypothesis is rejected, on the other hand, since the computed P-values for gender (P=0.581) and number of school served (P=0.595) are greater than 0.05 level of significance; thus, it fails to reject the null hypothesis.

Concerning to project management, the computed P-values for age (P=0.000), gender (P=0.000), present position (P=0.000), highest educational attainment (P=0.000), length of service (P=0.000) and number of schools served (P=0.029) are less than 0.05 level of significance; thus, the null hypothesis is rejected, on the other hand, since the computed P-value for civil status (P=0.141) is greater than 0.05 level of significance; thus, it fails to reject the null hypothesis.

Within the scope of the innovation domain, the computed P-values for age (P=0.000), gender (P=0.002), civil status (P=0.018), present position (P=0.000), highest educational attainment (P=0.000) and length of service (P=0.000) are less than 0.05 level of significance; thus, the null hypothesis is rejected, on the other hand, since the computed P-value for number of schools served (P=0.956) is greater than 0.05 level of significance; thus, it fails to reject the null hypothesis.

In light to personal excellence domain, the computed P-values for age (P=0.000), gender (P=0.001), present position (P=0.000), highest educational attainment (P=0.000), and length of service (P=0.000) are less than 0.05 level of significance; thus, the null hypothesis is rejected, on the other hand, since the computed P-values for civil status (P=0.054) and number of schools served (P=0.998) are greater than 0.05 level of significance; thus, it fails to reject the null hypothesis.

Table 6. Test of Significant Relationship between Leadership Styles and Change Management Competencies of School Heads

Leadership Styles	Change Management Competencies			
	Correlation Coefficient	Qualitative Description	P-Value	Decision
Transformational Leadership	0.443	Moderate Positive Relationship	0.000	Significant
Transactional Leadership	0.589	Moderate Positive Relationship	0.000	Significant
Blended Leadership	0.432	Moderate Positive Relationship	0.000	Significant
Overall	0.718	High Positive Relationship	0.000	Significant

Legend: 0.00 No Relationship, ±0.00-±0.20 Negligible Relationship, ±0.21-±0.40 Low Relationship, ±0.41-±0.70 Moderate Relationship, ±0.71-±0.90 High Relationship, ±0.91-±0.99 Very High Relationship, 1 Perfect Relationship, Significant at P<0.05

With regard to transformational leadership, the computed correlation coefficient 0.443 with a qualitative description of *Moderate Positive Relationship* is proven to be significant since the computed P-value of 0.000 is less than 0.05 level of significance.

In relation to transactional leadership, the computed correlation coefficient 0.589 with a qualitative description of *Moderate Positive Relationship* is proven to be significant since the computed P-value of 0.000 is less than 0.05 level of significance.

In the context of blended leadership, the computed correlation coefficient 0.432 with a qualitative description of *Moderate Positive Relationship* is proven to be significant since the computed P-value of 0.000 is less than 0.05 level of significance.

Finally, the overall correlation coefficient of 0.718 with a P-value of 0.000 shows that there is a high positive significant relationship between leadership styles and change management competencies of public elementary school heads.

Regression Equation Model Crafted based on the Findings of the Study

Presented in Figure 1 is the Regression Equation Model of Leadership Styles and Change Management Competencies of the public elementary school heads. The computed P-value for transactional leadership (P=0.000) obtaining the largest beta value of 1.116 in the regression equation proves that transactional leadership has the greatest impact towards change management competencies. On the other hand, the computed P-value for blended leadership (P=0.000) acquiring the lesser beta value of - 0.567 confirms that blended leadership has lesser impact. Further, the computed P-value for transformational leadership (P=0.000) gaining the least beta value of - 0.361 determines that this style of leadership has the least impact on change management competencies of the public elementary school heads.

This implies that Transactional leadership rendered a dominant effect on Change Management Competencies as a result of the bureaucracy in the department. The study also incorporated a strong relationship between leadership styles and change management competencies of the respondents. Combinations of three leadership styles would generate a significant impact and the best change management competencies for the public elementary school heads. These concepts are illustrated below.

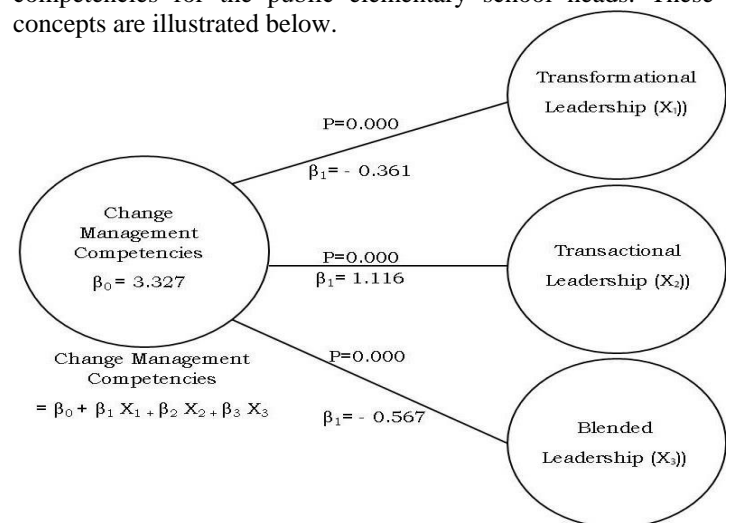


Figure 1. Regression Equation Model of Leadership Styles and Change Management Competencies

V. CONCLUSIONS AND RECOMMENDATION

Majority of the respondents were in their middle age group. This is the seventh phase of Erickson's Stages of Development which states that when a person becomes a full-grown adult, he is faced with the issue of generativity versus stagnation. The middle-aged adult desires to be functional and efficient, be instrumental and helps human race. Moreover, the total female school heads were basically twice the quantity of male respondents which signified that there were greater females than males functioning as school heads and administrators of Region III.

Substantial number of the respondents yielded positive results among the indicators on transformational leadership. The data imply that most of the school heads in the study employed transformational leadership style practices. However, lesser extent on expressing with a few simple words in "what I could do and would do" was exhibited by the respondents. It can be concluded that school leaders are not sufficient in expressing or describing their emotions.

Based on the gathered data, it can be concluded that the respondents were at ease in doing things in the same routine because a predictable manner was comfortable. Asking people to change the way they operate or think is asking them to move outside their comfort zone. The findings also emphasized that transactional leadership is relatively a common practice of the school heads in the region. Additionally, the present investigation also indicated that school principals relied more about interchanges between their teachers by which they were rewarded for accomplishing set targets thereby stimulating the teaching personnel to enhance performance.

On the other hand, all indicators on blended leadership resulted the same interpretation acquired by the respondents. From these, it would positively mean that the school heads performed blended leadership consistently.

In terms of strategic planning domain on change management competencies, it can be inferred that the school heads were certainly exercising strategic planning to execute the transformation process in their respective educational institutions.

Within the scope of communication domain, the respondents were skilled in communications. Concurrently, they displayed the precise communication abilities in oral and written means particularly during organizational transformations.

With reference to project management, all three indicators from this dimension yielded the same results. Inference can be resolved that the school heads predominantly exercised project management in the context of change management. Leading, ensuring, supervising, and evaluating projects and programs in DepEd are prevalent among the school heads.

With regard to innovation domain, the school heads were constantly engaging innovations in their particular institution. This is a good indication that the school heads performed their tasks accurately and completely.

Within the scope of personal excellence domain, it can be concluded that the respondents relatively often exhibited good decisions or made decisions on their own because resolutions were just being handed down unto them. It also displays that the school heads were proficient in terms of personal excellence on

change management competencies. Preferably, this connotes that the school heads focused on excellence and sustained the teachers in the expansion of objectives and goals of the institution and the department.

When the institutional heads are aging, indications of transformational leadership become more apparent. As a result, they are apt to build more affirmative approaches towards their subordinates and to their respective institution.

The study validated that age, present position, educational background, and length of service as a school head had its weight on transactional leadership. It was also established that more accomplished and more seasoned school leaders were highly possible to demonstrate a transactional leadership.

The school administrators employed a combination of transformational and transactional otherwise blended leadership. It can be drawn that the school head-respondents displayed blended leadership characteristics to lead their teaching staff to accomplish institutional goals. An accomplished school leader does not flourish with no endeavor, understanding, and experience. Logically, elderly and more adept a person becomes, the greater principal he turns into as well.

Knowledge and experience gained as the head of the school had a significant influence on change management competencies of the respondents.

The analysis shows that communication is absolutely integral to the fruition of change. The road to institutional changes can only be done through efficient communication including the development of change abilities of the teaching personnel, preparing them for change and ensuring that they are committed in the process. Further, results of this investigation proved the significance of crafting support system for change among newly promoted or the next-generation school administrators who can then execute their part for their teachers during periods of transformation.

Project management domain indicates a substantial function and is fundamental on the organizational metamorphoses in extremely competitive public education sector.

Innovation is viewed as a key determinant of educational growth in the public elementary school more particularly with seasoned heads of the institutions.

Personal excellence as one of the domains in change management competencies is certainly significant in change transformations of public elementary school heads.

Transformational leadership is essential through the period of change due to the capacity of transformational school leaders to commit teachers and to encourage them to sustain the school leader's preferred direction.

The achieved results indicate that transactional leadership established by the school heads in the study would contribute more on the success of the school specifically in times of organizational change. Blended leadership exerted by the large number of respondents in Region III plays a major ingredient in accelerating change in the department, the teaching personnel, and school leaders who are indispensably fastened together in the change process.

It can be deduced that leadership styles employed by the school leaders provide the basis for educational transformations. Comparably, experienced school leaders in the public

educational sector play a major role in the introduction and execution of these changes.

Transactional leadership rendered a dominant effect on Change Management Competencies as a result of the bureaucracy in the department in which managers had low control over rewards. The study incorporated a strong relationship between leadership styles and change management competencies of the respondents. Combinations of three leadership styles would generate a significant impact and the best change management competencies for the public elementary school heads.

Recommendations

Based on the above-mentioned findings and conclusions, the following recommendations are being offered by the principal investigator.

1. This could provide school divisions and school districts with the useful information when evaluating the needs of the school principals and the data could assist them in making decisions related to school improvement.
2. Continuous professional development training should be provided for principals to help them communicate better and explore different approaches depending on the environmental context of the organization.
3. Elementary school leaders should ensure that strategic planning time is included in their school schedules so that teachers are given time within the school day to exchange ideas and engage in constructive dialogue.
4. Findings of the study revealed that there is a significant difference on the leadership styles of the respondents when grouped according to profile; therefore, educational administrators may use the results of the present study when making decisions and implementing school improvement reform efforts and empower the school heads in leading their schools to become successful and productive educational institutions.
5. The study established that there is a significant difference on the five domains of change management competencies when grouped according to profile; hence, change management interventions or programs that would be valuable for the new

breed of school leaders in the basic education sector must be crafted and pioneered.

6. The central office personnel and the division-level administrators should regularly collect data on leadership styles of principals in order to evaluate the needs of the schools and to properly match the principals with the schools' needs.

7. The Regression Equation Model may be utilized by the school leaders to employ the required leadership style to execute change and these leaders will be able to equip themselves and their institutions with the change process.

8. While this exploration was conducted in Region III, it would be substantial to study change management and to establish inquiry related to handling change on a national and global scale.

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AUTHORS

First Author – Dr. Swanie O. Fernandez, Lambakin Elementary School, swanfernandez929@gmail.com