

Exploring the Role of Gender Difference in Leadership Styles and Performance of the School Heads

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Abstract— This study Determine the leadership styles of the secondary school head in the division of Sorsogon. This study utilized descriptive method of research that involves collecting, analyzing, and mixing quantitative and qualitative research. The instruments used were the data from the Office Commitment Review Form OPCRF of the school heads and a survey questionnaire. The performance of the school heads ranges from 4.60 to 5.0 which described as Outstanding have exemplary performance. On democratic There were 30 or 30% of the school heads have a high range level of leadership, 28 or 45% of them have moderate range levels, (4) or 6% have low range level and only 1 or 1% have a very low range level of leadership on autocratic. There are 22 or 35% of the respondents with high range of leadership, 28 or 44% with moderate range levels, 8 or 13% with low range level and 5 or 8% with very low range level. On facilitative leadership style: 40 or 60% of the respondents were with high range level, 20 or 32% with moderate level of leadership, 3 or 5% with low range level and there is none of the respondents with very low range. On situational leadership style there were 20 or 32% of the school leaders who have high range level of leadership, 25 or 40% of them have moderate levels, 16 or 26% have low range levels and there are only 2 or 2% with very low range level of leadership style. The computed rs the computed rs for cisman, ciswoman and LGBTQ on the relationships between the leadership style along democratic and the gender of school heads are 0.094, 0.481 and -0.138 accordingly. The computed rs for cisman, and LGBTC on the relationships between the leadership style along autocratic and the gender of school heads are 0.325, 0.157 and -0.143 accordingly. The computed rs for cisman, ciswoman and LGBTC on the relationships between the leadership style along facilitative and the gender of school heads are 0.197, 0.411 and -0.109 respectively. The computed rs for cisman, ciswoman and LGBTC on the relationships between the leadership style along situational and the gender of school heads are 0.193, 0.222 and -0.104 accordingly. Majority of the respondents have a high range of democratic and facilitative leadership styles, while most of the respondents have a moderate range level of leadership along autocratic and situational. There were no significant relationships between the leadership styles along democratic, autocratic, facilitative and situational of the school heads and their genders. The school heads may sustain their outstanding performance relative to their leadership styles. The school heads may consider the right choice of what leadership style they believe to be and perform well in order for them to make their leadership reach the high range levels. The school heads may take into considerations that their genders are not barriers for them to carry out their commitment and achieve their goals and objectives as leaders with different styles.

Keywords— Gender differences, Gender role, Leadership styles.

I. INTRODUCTION

School administrators have an important role in their community. Their professional behavior must be respected and those that they served must accept their leadership. [2] Leaders are responsible for the administration of an entire school or even an educational district. Leaders in the education field have as their mission to improve a better education system. [3] The work of these school leaders is broad and varied. The discussion about school leadership often focuses on the school heads or administrators, school thrusts, these demands, alongside pressure the authority to promote growth in student learning and teachers, as well as public accountability, lead to huge weight of responsibility that rest on the shoulders of those who work in school. [4] Educational leaders take the responsibility for their peers and those working under them [5] The Department

of Education (DepEd) is committed to provide the members of its organization with opportunities link their individual and achievements and make meaningful contribution to the attainment of the institutions' Vision and Mission and promote individual, and team growth, participation and commitment. Likewise, help them grow professionally and personally. [6] in line with this, the Department of Education (DepEd) implements a Results-Based performance Management System. It is a shared undertaking between the superior and the employee. It allows an open discussion of job expectations, key Results Areas, Objectives and how these align to overall departmental goals. It provides a venue for agreement on standards of performance and behaviors, which lead to professional and personal growth in the organization. [7] Moreover, School Heads are liable for the authoritative and instructional supervision of the school. Tasks and challenges should

be embraced enthusiastically, set by the department. These competencies are clustered into two, such as the leadership and core behavioral. These competencies need to be demonstrated in achieving excellent performance (DepEd 2015). The rate of the school heads based from the OPCRf determines the quality and effectiveness of the leader in the assigned school. Regardless if the school administrator are men, women, or belong to the heteronormativity. [8] The researchers believed that a true leader must possess skills and personality traits regardless of their gender, what seems to be the issue was no longer on the aspect of acceptability of this LGBT people in the mainstream of the society but rather on how they bring themselves in highlights of their career. [9] It has been said that gender equality has multiplier effects across the spectrum of development. In the olden times, women were confined to the homes, were not allowed to vote, and were not even entitled to own properties. But those days have long been gone. Women have come along their way since the historic success of women. Nowadays, True enough, until today, gender equality and women empowerment remain among the focal concerns in the development agenda of most countries in the world. The situations of the school leaders, who are individually responsible for the functioning of their organizations, constitutes for them a challenge to create their own ideas of management and leadership. The main purpose of this study is to determine if there are gender differences in leadership styles for male and female including the LGBTQ+ who are principals/school heads and the impact of gender roles of the school leader in their performance. In addition to the study attempts to determine how male and female over LGBT school leaders work differently.

II. METHOD

This study presents a review of related studies, which bear relatedness to the present study. Number of articles and literatures were reviewed to enrich the study. Likewise, these gave insights regarding gender differences, leadership style and performances. Payne and Smith (2018) note that normative gender embodiment serves as strong, emotional organizing factors in educational leadership. School communities have a diverse and often disparate array of members. School children and young people are at the heart of the community but the adults invested in the education of the children, in the forms of the teachers, parents and community leaders, often bring the school community as a whole host of political, social and spiritual views.

Not only leadership capacity dictates current performance; but it is also a crucial factor in the readiness of the organization to face the future (Hyde, 2014). (Rigotti, 2018) emphasized that leadership has been generally associated with men, since men are the ones to be seen as dominant, aggressive, autocratic, fighting (Hyde, 2014). This can be found at all levels of an organization, “Leadership processes are those that generally enable groups of people to work together in meaningful ways, whereas management processes are considered position-and organizations specific. School leadership has been acknowledged as the foremost basis for successful organization and implementation of school programs (Lam, 2001). Most of the research demonstrated that the quality of education depends on the way schools are manage the overall capacity of schools is strongly school leadership provided by the head of school. However, school leaders are one of the most influential factors in the development of a school. (Allen et al., 2015). School leadership is still an area of research that should continue to be investigated, given the issue that school accountability is mostly in the hand of school principals as administrators and an instructional leader (Stewart, 2006). School leaders serves as mechanisms of a “vigilant institutional maintenance of heterosexuality as a normative sexual identity” and an “ongoing performance of hegemonic masculinity”. Rottman, 2016, p.9). Despite empirical evidence that the school leaders are often barrier to LGBTQ+ visibility (Grace 2007), the inclusion of queer issues in the field of educational leadership remains exiguous (Capper, 2015). Even when LGBTQ+ issues are included in preparation of educational leaders, they have not always seen as important (Tooms & Alston, 2006). Old fashioned as it seems, Freud’s inversion theory explains and suggests that gay men have similar personality traits and characteristics as heterosexual women, and lesbian women likewise heterosexual men. Today, we understand that this is an understanding of sexual orientation and gender identity. Yet, belief is still prevalent in today’s reality in the society were current researches have found that people think gay and lesbian people demonstrate the qualities of their opposite sex counterparts in terms of school management through leadership qualities and styles. On the other hand, this belief oftentimes compares women and men leaders in the educational sector. The perception of the people somehow affects the school leadership. Thus, challenges might come along the way. Researchers showed that gender priority was rampant. Women are not being emphasize to hold an office in a society, to share their

potentials in leadership. According to Gorska, (2016) gender affects leadership in many aspects. Whether men and women lead in a different way is still a highly debated issue. However, the major effect of gender on leadership is that women are presumed to be less competent and less worthy to hold leadership positions.

III. RESULTS AND DISCUSSION

This study aimed to determine the role of gender difference on leadership styles and performance of the school heads in the Department of Education Province of Sorsogon for School year 2021-2022. This study utilized the descriptive method research that involves collecting, analyzing, and mixing quantitative and qualitative research. The respondents were the secondary school heads randomly chosen. The instruments were Office Performance Commitment Review Form OPCRF of the respondents and a survey questionnaire. The data gathered were subjected for analysis and interpretations using appropriate measures and tools such as frequency count, percentage and Spearman Rank. The main sources of the data in the study were 63 school heads in the Province of Sorsogon taken as respondents. The researcher purposively chose them since they already known and identified as school heads in the district. The respondents are shown in the table. There are 24 or 37% cisman and 27 or 43% ciswoman and 12 or 20% are LGBT.

Table 1: The Respondents

Respondents	Frequency	Percentage
Cis man	24	37%
Cis woman	27	43%
LGBT	12	20%
Total	63	100%

The Instrument

The researcher prepared a draft of the questionnaire-checklist to gather the data from the responses of the respondents. The draft of the instrument was first shown to the researcher's adviser for some comments, corrections and suggestions before it was shown to the thesis panel of evaluators for other inputs, recommendations and approval. The instrument had some modifications following the suggestions of the members of the thesis panel before it undergone a dry run. The dry run was administered to some school heads in another district who are not respondents of the study on March 8, 2022. After the dry run, the researcher made some changes and revisions for some ambiguous questions before it was shown again to her adviser for

further recommendations before it was readied for the final administration. The survey questionnaire was composed of two parts. The first part would be the determining the leadership styles of the school heads. The second part of the survey was focused on the perceived challenges that ciswoman, cisman, and lgbt face in leadership. The questions, in survey form with a complementing rating scale, were tailored to rouse answers that fit the desired data needed. The draft of the questionnaire and interview guide were submitted to the adviser and the panel members for suggestions. Some of the items were revised to elicit response suited to the problems.

Data Collection Procedures

For the purpose of the validity of this research and for ethical purposes that fit the academic standards, the researcher asked first permission from the office of the superintendent of the Sorsogon City Division and the Province Division of Sorsogon. After getting the approval, the researcher herself distributed the questionnaires and explain the purpose of the study. The researcher observed ethical considerations in distributions and gathering of the data. Respondents were given enough time to answer the survey questionnaires. The final administration of the questionnaire was conducted March 15, 2022 and were retrieved on March 22, 2022. There was a 95% of retrieval of the questionnaires since School heads are busy with the duties that needs to be done, and some of the school heads were not around during the conduct of the study. After the retrieval, the results were tabulated, analyzed, and interpreted using appropriate measures with the help of the thesis adviser.

Data Analysis Procedure

The data gathered were subjected to different statistical measures and tool such as frequency count, percentage mean and the chi square. To determine the performance level of the respondents in the OPCRF, the scale below was used.

Scale Adjectival Description

- 4.50-5.00 – Outstanding
- 3.50-4.49 – Very Satisfactory
- 2.50-3.49 – Satisfactory
- 1.50-2.49 – Unsatisfactory
- 1.00-1.49 – Satisfactory

Frequency count and percentage were used to determine the leadership style and the range level of the school heads by using the scale:

Scale Adjectival Description

- 11-12 – High range
- 9 -10 - Moderate range
- 7 - 8 - low range
- 5 – 6 - Very Low range

The Spearman rank was used to determine the relationships between the leadership styles and the gender of the respondents. The presentation and analysis of the data are the following: 1. Performance of the school heads based on their OPCR. 2. Leadership styles of the respondents based on their OPCR. 3. Relationship between the leadership styles of the school heads with respect to their gender. 4. Leadership challenges encountered by the respondents. 5. Plan of action that may be proposed based from the result of the study.

1. Performance of the School Heads Based on Their OPCR.

Table 2A presents the performance of the school Heads based on their OPCR. It can be observed from the table that there are 18 or 28% among the school heads have their performance ratings ranging from 4.60 to 4.80 which is described as More Competent. This means that these school heads are considerably performing their duties and responsibilities. On the other hand, 45 or 72% of the school heads have their performance ratings ranging from 4.81 to 5.0 which is described as very much competent. This goes to show that the school heads are greatly accomplishing their terms of references. Although there are a number of school heads who did not reach the highest level of competency, still they showed a remarkable performance.

Table 2A: Performance of the School Heads Based on their OPCR.

Performance Ratings	Description	Frequency	Percentage
4.60-4.80	Outstanding	18	28%
4.81-5.0	Outstanding	45	72%
	Total	63	100%

The OPCR of the school heads is based on the domains through the indicators that will describe their performances with the respective ratings. As reflected in their OPCR, it can be observed that the school heads executed these domains with serious commitment. To mention some, of their priorities to perform are: leading strategically which includes the dissemination of the mission, vision and core values of the department, learner’s voice and the designing and implementation of school programs, policy and research. Another is their performance in managing school operations and resources which focused on records, financial facilities, school safety and staff. The third one is Instruction which basically includes teaching approaches and strategies, professional development, human resources, performance of school personnel, and rewards. Finally,

their commitment in performing on the basis of building connections which intends to manage school organizations, best practices and community engagement. All of which are covered in the ratings of the school heads based on their self-assessment and evaluation.

2. Leadership styles of the respondents based on their OPCR.

Table 3A presents the leadership style of the respondents as democratic. It can be gleaned from the table that there are 15, males, 10 females and 5 who belongs to LGBTQ with a total of 30 which can be described at least a half of their numbers showed a high range of democratic leadership styles.

Table 3A: Leadership styles of the respondents based on their OPCR.

1. Democratic Leadership Style

Scores	Cisman	Ciswoman	LGBTQ	Total	%	Description
11-12	15	10	5	30	48%	High range
9-10	11	13	4	28	45%	Moderate range
7-8	1	1	2	4	6%	Low range
5-6	0	0	1	1	1%	Very low range
Total	27	24	12	63	100%	

On the other hand, 11 males, 13 females and 4 LGBTQ showed moderate range of the said leadership style. This is an indication that these leaders have just enough, or utmost willingness to influence followers and provide emotional support conditionally and without full involvement. The rest of the school heads reveals that they are on the levels of low and very low range of democratic leadership. This indicates that they do not prefer to become democratic leaders. They seem to have another characteristics of other leadership styles. Those school leaders who reached the high level of democratic leadership means that they let most of their subordinates participate in decision making process. These leaders are open to any suggestions from the members of the school organizations where everyone is encouraged to participate, leading to increased feelings of involvement, recognition, and satisfaction. That is why many school leaders become effective leaders in executing their duties and responsibilities. It can be implied that when members are working towards the same goal, success is within reach. Every member has

the opportunity to contribute to the team's success. The members have trust and respect for each other and for the team's purpose. It can be seen from the Table 3B the leadership style of the respondents as autocratic. It can be observed that there are 11, cismen, 8 ciswomen and 3 LGBTQ with a total of 22 who preferred to be democratic leaders with high range of leadership. These means that these leaders sees to it that everything is under control. They are the ones who set the goals, determine the processes and oversee all steps it takes to reach those goals with not much participation or only a very little input from their subordinates. This suggests that they are really firm in telling their staff to follow instructions and do as they say. They have a strong understanding of the challenges to overcome and the goals to reach, and have a clear vision for achieving success. On the positive side, authoritative leaders inspire motivation. They offer direction, guidance, and feedback to maintain enthusiasm and a sense of accomplishment.

Table 3B: Leadership styles of the respondents based on their OPCR. 1. Autocratic Leadership Style

2. Autocratic Leadership style

Scores	Cismen	Ciswomen	LGBTQ	Total	%	Description
11-12	11	8	3	22	35%	High range
9-10	13	11	4	28	44%	Moderate range
7-8	3	4	1	8	13%	Low range
5-6	0	1	4	5	8%	Very low range
Total	27	24	12	63	100%	

Meanwhile there are 13 males, 11 females and 4 LGBTQ with a total of 28 or 44% who displayed the characteristics of being autocratic leaders in a moderate range. This could mean that there are more school heads who do not really embrace the fact of being an autocratic leader like the previous mentioned ones. This implies that they still have reservations to be included in the family of autocratic leaders. Some of the respondents were characterized with low and very low range of autocratic leaders. It is presented in Table 3C the leadership style of the school heads along facilitative. It can be observed from the table that there are 17 males,

16 females and 7 LGBTQ have with the total of 40 or 63 % who reached the high range of leadership along facilitative. It can be noted that these numbers are more than a half of numbers of the total respondents who considered themselves to be facilitative leaders. These school heads preferred to be facilitative leaders may be because this kind of leadership is the most effective one in leading people. On the other hand, there are 8 males, 7 females and 5 LGBTQ with a total of 20 or 32% who were characterized as facilitative leaders with a moderate range level of leadership.

Table 3C: Leadership styles of the respondents based on their OPCR.

3. Facilitative Leadership Style

Scores	Cismen	Ciswomen	LGBTQ	Total	%	Description
11-12	17	16	7	40	63%	High range
9-10	8	7	5	20	32%	Moderate range
7-8	2	1	0	3	5%	Low range
5-6	0	0	0	0	0%	Very low range
Total	27	24	12	63	100%	

To cite some characteristics of these leaders, facilitative leaders are the opposite of authoritative leaders. They are approachable and open to whatever inputs their subordinates suggest. They accept meaningful advice from followers to ensure that everyone gets to express their thoughts and perspectives. Reaching the high range level means that involvement and participation from the school personnel and staff in the school organization as they include these people in the decision-making process. Therefore, these kinds of leaders promote and encourage teamwork. This is an indication that being a facilitative leader helps transform not just the subordinates, but also the entire group of the school organizations. This is an indication that facilitative leadership helps to cultivate and foster a school

community that seeks to achieve goals through establishing strong relationships.

Table 3D indicates the leadership style of the school heads along situational. It can be observed from the table that there are 6 cismen, 8 ciswomen and 6 LGBTQ with a total of 20 or 32% who were characterized as situational with high range of leadership. Similarly, there are 13 cismen, 7 ciswomen and 5 LGBTQ with a total of 25 or 40% who were determined as moderate range of leadership. Similarly, there are 7 cismen, 8 ciswomen and 1 LGBTQ for a total of 16 or 26% belong to a low range of leadership and there are 1 cisman, 1 ciswoman or 2% of the respondents whose level of leadership is described as very low range.

Table 3D: Leadership styles of the respondents based on their OPCR.

4. Situational Leadership Style

Scores	Male	Female	LGBTQ	Total	%	Description
11-12	6	8	6	20	32%	High range
9-10	13	7	5	25	40%	Moderate range
7-8	7	8	1	16	26%	Low range
5-6	1	1	0	2	2%	Very low range
Total	27	24	12	63	100%	

In this manner, a school leader employs one of four leadership styles that provide him or her with the highest probability of success in every situation he or she encounters.

Those situations are a function of the task that needs to be performed, in conjunction with the task-related ability and willingness of the follower identified to perform it.

Based on the objective assessment of those parameters, and with the responsibility of successfully and effectively influencing the follower, the leader responds to the situation with one of four leadership styles.

3. Relationship between the Leadership Styles of the School Heads with Respect to their Gender

Table 4A shows the relationship between the autocratic leadership style and gender of the school heads. The statistical bases and analysis are also presented.

It can be gleaned from the table that the Spearman rank correlation coefficient relative to genders are .094, 0.481 and -0.138 and were tested at .05 level of significance.

These values do not exceed the tabular values of 0.382, 0.587 and -0.406 respectively, thus the hypothesis are not rejected and therefore, there are no significant relationships between the democratic leadership and the genders of the respondents.

Table 4A: Relationship between Democratic Leadership Style and Gender

Statistical Bases	Cisman	LGBTQ	Ciswoman
Level of Significance	.05	.05	.05
Spearman rank correlation coefficient (rs)	0.094	0.481	-0.138
Critical Value	0.382	0.587	-0.406
Decision on Null	Do not reject	Do not reject	Do not reject
Conclusion	Not Significant	Not Significant	Not Significant

Being a democratic leader, cisman, ciswoman or those who belong to the third gender may mean that they can

carry out people-oriented leadership in the organization. Such characteristics of a democratic leader encourages

open conversation and helps their school personnel in setting goals, evaluate their own performance and motivates them to develop. Moreover, regardless of gender, the school heads can offer everyone in the school community the opportunity to participate, exchange ideas, have their opinions heard, and encourage discussions. However, the group leader still needs to provide guidance and direction to maintain the goals and objectives which are being pursued. Furthermore, democratic leaders encourage their employees to think creatively and are adaptable to new trends and changing existing processes. Their direct involvement and transparency often inspire respect and trust from their teaching staff.

The findings are in consonance with the study of Abida et al (2012) who examined the differences between feminine and masculine leadership style at the university level. It is a great conflict universally cross-cultural differences vary, socially, behaviorally and politically in accordance at different levels. This study focus and manipulate the gender differences in leadership style. The two dimensions of leadership style were focused on Task - oriented and people orientated. The key finding was that there is non-significant difference between gender leadership styles at university level. Statistics explored that females are more people oriented and Task oriented than men.

Table 4B: Relationship between Autocratic Leadership Style and Gender

Statistical Bases	Cismen	LGBTQ	Ciswomen
Level of significance	.05	.05	.05
Spearman rank correlation coefficient (rs)	0.325	0.157	-0.143
Critical Value	0.382	0.587	-0.406
Decision on Null	Do not reject	Do not reject	Do not reject
Conclusion	Not Significant	Not Significant	Not Significant

It can be observed from the table that the computed chi square values relative to genders are .325, .157 and -0.143. These values were tested at .05 level of significance and do not exceed the tabular values of .25, 10 and 22 respectively, thus the hypothesis are not rejected and therefore, there are no significant relationships between the autocratic leadership style and the genders of the respondents.

potential is influenced by interpersonal fit. A scenario study provided causal evidence that male leaders rated potential successors more positively when they perceived greater interpersonal fit with followers, whereas female leaders' successor ratings were not informed by perceptions of fit. Further it was discussed the theoretical and practical implications for gendered leadership successor perceptions in organizations.

The findings revealed that gender is not associated with their leadership being autocratic leaders. The school heads were characterized as authoritative and lead people by controlling almost all decisions and accept only a little suggestions and inputs from any of the school personnel and staff. Each of the school heads male, female or belongs to LGBTQ has each own strategy in leading their subordinates. The findings can be related to the study conducted by Rink et.al (2019) which examined the existence of gender differences in the degree to which leaders' perceptions of successor

Table 4C reveals the relationship between the autocratic leadership style and gender of the school heads. The statistical bases and analysis are also presented. It is reflected in the table that the Spearman rank correlation coefficient values relative to genders are 0.197, .411 and -.109 and were tested at .05 level of significance. These values are lesser than the tabular values of 0.382, 0.587 and -0.109 respectively, thus the hypothesis are not rejected and therefore, there are no significant relationships between the facilitative leadership style and the gender of the respondents.

Table 4C: Relationship between Facilitative Leadership Style and Gender

Statistical Bases	Cismen	LGBTQ	Ciswomen
Level of Significance	.05	.05	.05
Spearman rank correlation coefficient (rs)	0.197	0.411	-0.109
Critical Value	0.382	0.587	-0.406
Decision on Null	Do not reject	Do not reject	Do not reject
Conclusion	Not Significant	Not Significant	Not Significant

This may lead to a conclusion that each of the school heads just do their work with common goals which is to reach and realize the plans and objectives. No matter what their sexes or genders are, having the characteristics as facilitative leaders whose thoughts focused on building the capacity of his people in the school organizations and groups to accomplish more on

their own, now and in the future. Therefore, facilitative leadership is not just about the immediate task. It is also about helping a group or team learn together to become more productive in the future. Table 4dD presents the relationship between the autocratic leadership style and gender of the school heads. The statistical bases and analysis are also presented.

Table 4D: Relationship between Situational Leadership Style and Gender

Statistical Bases	Cisman	LGBTQ	Ciswoman
Level of Significance	.05	.05	.05
Spearman rank correlation coefficient (rs)	0.193	0.222	-0.104
Critical Value	0.382	0.587	-0.406
Decision on Null	Do not reject	Do not reject	Do not reject
Conclusion	Not Significant	Not Significant	Not Significant

4. Leadership Challenges Encountered by the Respondents.

Table 4 shows the leadership challenges encountered by the school heads. It can be noted that the most

encountered leadership challenges are classroom teachers, staff and student report scheduling, critical task of teaching curriculum development that is comprehensive and more encompassing and maintaining some degree of remote learning.

Table 5: Leadership Challenges Encountered by the Respondents

INDICATORS	YES	RANK
Paper works and forms	47	4.5
Classroom teachers, staff and student report scheduling	51	1
Critical task of teaching curriculum development that is comprehensive and more encompassing.	50	2
Support of parent's institution's effort towards improving student achievement.	47	4.5
Building relationships with students, teachers and staff	46	6.5
Teachers attitudes and behaviors to principals	45	8
Financial resources, budgetary pressures	31	10
Following COVID 19 –safety Protocols	34	9
Maintaining some degree of remote learning	48	3
Addressing interrupted learning	46	6.5

IV. CONCLUSION

Findings

Based from the results and data gathered, the following findings are revealed.

1. The performance of the school heads ranges from 4.60 to 5.0 which is described as outstanding.
2. On democratic leadership style: There were 30 or 30% of the school heads have a high range level of leadership, 28 or 45% of them have moderate range levels, four (4) or 6% have low range level and only 1 or 1% have a very low range level of leadership. On autocratic leadership style: there are 22 or 35% of the respondents with high range of leadership, 28 or 44% with moderate range

levels, 8 or 13% with low range level and 5 or 8% with very range level. On facilitative leadership style: there were 40 or 60% of the respondents with high range level, 20 or 32% with moderate level of leadership, 3 or 5% with low range level and there is none of the respondents with very low range level. On situational leadership style: There were 20 or 32% of the school leaders who have high range level of leadership, 25 or 40% of them have moderate levels, 16 or 26% have low range levels and there are only 2 or 2% with very low range level of leadership.

3. The computed rs for cismen, ciswomen and LGBTC on the relationships between the leadership styles along democratic and the gender

of school heads are 0.094, 0.481 and -0.138 accordingly. The computed rs for cismen, cismen and LGBTC on the relationships between the leadership style along autocratic and the gender of school heads are 0.325, 0.157 and -0.143 accordingly. The computed rs for cismen, cismen and LGBTC on the relationships between the leadership style along facilitative and the gender of school heads are 0.197, 0.411 and -0.109 respectively. The computed rs for cismen, cismen and LGBTC on the relationships between the leadership style along situational and the gender of school heads are 0.193, 0.222 and -0.104 accordingly.

4. The most encountered leadership challenges were classroom teachers, staff and student report scheduling, critical task of teaching curriculum development that is comprehensive and more encompassing and maintaining some degree of remote learning.
5. An action plan can be proposed to enhance the performance level of the school heads along their leadership styles.

Conclusions

Based from the analysis and interpretation of the findings, the following conclusions were made.

1. Most of the school heads have exemplary performance and was rated outstanding based on their OPCRf.
2. Majority of the respondents have a high range of democratic and facilitative leadership styles, while most of the respondents have a moderate range level of leadership along autocratic and situational.
3. There were no significant relationships between the leadership styles along democratic, autocratic, facilitative and situational of the school heads and their genders.
4. There are leadership challenges to be addressed and be given attention.
5. The action plan was conceptualized to enhance the leadership style of school heads.

RECOMMENDATIONS

Based from the findings and conclusions made, the following recommendations are given.

1. The school heads maybe subjected to further validation of the outstanding performance relative to their leadership styles.

2. The school heads may exercise discretion on what leadership style they believe to be and to perform well in order for them to make their leadership reach the high range levels.
3. The school heads may take in to considerations that their genders are not barriers for them to carry out their commitment and achieve their goals and objectives as leaders with different leadership styles.
4. The school heads and their subordinates together with other stakeholders may collaborate with each other to make effective plans of action to resolve their leadership challenges.
5. The action plan hereby made may be considered for immediate implementation upon review and approval of the higher school authorities in the Department of Education.

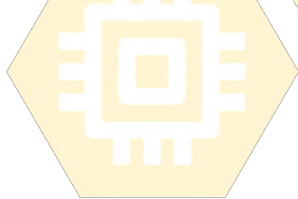
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