

The management styles in work relationships of secondary schools in Bacacay districts

Ruby Villar Florencio

Vinisitahan National High School

Bacacay, Albay, Bicol Region, Philippines

Email: florencioruby@gmail.com

Abstract: This study determined the management styles practiced in work relationships of secondary teachers in Bacacay Districts School Year 2023-2024. It followed a descriptive-comparative approach where a survey questionnaire was the main instrument. The researcher employed frequency counts, percentage, weighted mean, ranking and Analysis of Variance to analyze the gathered data from two hundred three (203) Junior High School teachers and eighty-three (83) Senior High School teachers of the three (3) districts of Bacacay, Albay. Results indicated that transformational is the management style most secondary teachers practiced in work relationships. Furthermore, the management styles along transformational, transactional, consultative, persuasive and visionary are often practiced in work relationships. There is no significant difference on the level of practice of the management styles in work relationships along transformational, transactional, consultative, persuasive and visionary between the Junior and Senior High School teachers. The top problems of the five (5) management styles were as follows: in transformational, it is inadequate training on management; in transactional, it is financial constraints to provide incentives and in consultative, it is unclear job roles. In persuasive management style, the top problem was uncooperative members of the school community and in visionary, it is disparity of goals among members of the school community. The researcher crafted a management plan that addressed the problems managing work relationships.

Keywords: Management styles, Work relationships, Secondary teachers

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INTRODUCTION

The recent developments in social, economic and political aspects around the world influence the educational environment. These changes revolutionize the teaching and learning process which are translated in varying approaches and practices especially in work relationships. Teachers are considered classroom managers and they engaged with their colleagues and students as they practice their profession. The performance and effectiveness of the teachers are determined how they engage with other people. Management practices are ways of coordinating and integrating school work activities with and through other people efficiently and effectively.

These are the working methods that teachers employ to actualize the needed changes in the school. Teachers have different styles in managing their schools and classrooms. These styles are products of their educational preparation, experiences and trainings. These ways of managing work relationships in school environment are varied. These include transformational, transactional, consultative, persuasive and visionary. Effective teachers understand the importance of positive and productive classrooms and schools. The researcher is very much interested to explore the management styles in work relationships of secondary schools in Bacacay Districts

Statement of the problem

This study was conducted to:

1) Identify the management styles in work relationships practiced by secondary teachers in Bacacay Districts;

2) Determine the level of practice of the management styles along transformational, transactional, consultative, persuasive and visionary in the lens of the Junior and Senior High School teachers;

3) Establish if there is a difference on the level of practice of the management styles between the Junior and Senior High School teachers and test its significance;

4) Identify the problems encountered in the practice of the management styles; and

5) Propose a management plan to address the identified problems.

METHODOLOGY

Research design

This study utilized a quantitative research design. It employed a descriptive-comparative study that tested the difference on the level of practice of management styles in work relationships between the Junior and Senior High School teachers in Bacacay Districts. According to Converse (1987), a descriptive method of research is used to obtain information concerning the current status of the phenomena to describe what exists with respect to conditions in a situation. Fowler (1993), mentioned in the book entitled, *Survey Research Methods* that comparative design is the measurement of two or more factors to determine or estimate the extent to which the values for the factors are related.

Respondents and locale of the study

The respondents of the study were the secondary teachers of the seven (7) national high schools of Bacacay Albay. The national high schools were: Bonga National High School (35 JHS, 17 SHS), Cabasan National High School (31 JHS, 13 SHS), Cawayan National High School (31 JHS, 10 SHS), Pili National High School (30 JHS, 12 SHS), San Pablo National High School (13 JHS, 8 SHS), Sogod National High School (16 JHS, 6 SHS) and Vinisitahan National High School (44 JHS, 17 SHS). The secondary teachers were categorized as to Junior High School teachers and Senior High School teachers. There were two hundred three (203) Junior High School teachers and eighty-three (83) Senior High School teachers in Bacacay, Albay.

Research instrument

A survey-questionnaire was the main instrument of this study. The first part of the questionnaire dealt with the identification of management style that secondary teachers practiced in work relationships. They were asked to tick among the five (5) management styles. These are transformational, transactional, consultative, persuasive and visionary. They were allowed for multiple responses.

The level of practice of the management styles in work relationships was the second part of the tool. In this part, the respondents rated the level of practice as expressed in the given indicators based on a five-point Likert scale. A numerical rating complemented with an adjectival description of the computed weighted average was supplied to guide the respondents.

The last part of the research tool was the identification of the problems encountered in work relationships along the management styles. The respondents were asked to choose from the pre-identified problems in work relationships. Multiple responses were also allowed.

Data analyses procedure

The results of the study were presented and interpreted using appropriate statistical tools. This ensured that the data were properly handled and manipulated. The following measures were used: To identify the management styles practiced by secondary teachers in Bacacay Districts, frequency counts and percentage were used. The level of practice of the management styles in handling work relationships was computed frequency counts and weighted mean. In the

computation of the weighted mean, the researcher employed the formula of Calmorin and Calmorin (2002). To test of the significance on the difference of the level of practice of the management styles in work relationships, the F-test was utilized. Frequency count and ranking were employed to identify the problems encountered among the management styles.

FINDINGS AND DISCUSSIONS

The management styles in work relationships practices by secondary teachers

There are 159 or 78.33 % of the Junior High School teachers who selected the transformational management style followed by 120 or 59.11 % in consultative; 106 or 52.22 % in persuasive, 101 or 49.75 % in visionary and lastly, ninety-four (94) or 46.31 % in transactional management style. The Senior High School teachers rated transformational management style with the highest frequency of 57 or 68.67 %; followed by forty-four (44) or 53.01 % in consultative; and thirty-six (36) or 43.37 % in visionary. There are sixteen (16) or 19.28 % of Senior High School teachers selected persuasive management style and the management style with the lowest number of frequencies is obtained in transactional management style.

Out from the total number of 286 respondents, 216 or 75.52 % of the secondary teachers in Bacacay Districts selected transformational style as the management style in work relationship. This is the highest among the styles covered in this paper. This is followed by consultative style with 164 or 57.34 %; visionary with 137 or 47.90 %; persuasive with 122 or 42.66 % and lastly, transactional with 107 or 37.41 %. This means that transformational is the management style practiced in work relationships by the secondary teachers in Bacacay Districts. It is followed by consultative, visionary and persuasive styles of management. This implies that secondary teachers inspire each other to achieve the common goals of the secondary schools in Bacacay Districts.

The level of practice of the management styles in work relationships

Along Transformational Management Style. The indicator along transformational management style rated by the Junior High School teachers in Bacacay Districts with the highest weighted mean is helps each individual understand his values and potentials with 4.12. This is followed by drives innovation and inspires new ways of thinking among the co-teachers and students; and two (2) indicators with the same weighted mean of 4.06 and these are builds positive relationships by mentoring colleagues in school and encourages growth opportunities to every person having contact with. The indicator that obtained the lowest weighted mean of 3.93 is focuses on empowering others. These ratings have the same adjectival description which is often. The over-all average has a value of 4.05 with an adjectival description of often.

The Senior High School teachers, on the other hand, rated the indicators with the following: helps each individual understand his values and potentials with 4.23; encourages growth opportunities to every person having contact with (4.20); builds positive relationships by mentoring colleagues in school (4.13); and two (2) indicators with the weighted mean of 4.06 and these are drives innovation and inspires new ways of thinking among the co-teachers and students and focuses on empowering others. These ratings are complemented with the same adjectival description which is often. The over-all average has a value of 4.15 with an adjectival description of often.

The results showed that the secondary teachers in Bacacay Districts often practice transformational management. The findings implied that the teachers in Bacacay Districts offer support and encourage each other. This fostered supportive relationships. Actually, the school

heads and the teachers in Bacacay Districts kept the lines of communication open by discussing the status of the school teaching and learning as well as issues in the schools in school meetings.

Along Transactional Management Style. The indicator which obtained the highest weighted mean among the five (5) indicators used in this study as rated by the Junior High School teachers is values school and classroom structure, order and pre-defined rules with 4.20. This is followed by emphasizes on performance and results with 4.19; recognizes teachers and students according to the school policies and standards with 4.09 and gives more time on individual performance rather than teamwork and collaboration with 3.61. The above indicators have an adjectival description of often. Lastly, the indicator that obtained the lowest weighted mean is uses extrinsic motivators like money and other perks to manage students. This is complemented with an adjectival description of sometimes. The average of the level of practice of the management styles in work relationships along transactional as rated by the Junior High School teachers has a value of 3.81 with an adjectival description of often.

The Senior High School teachers, on the other hand, rated all the indicators with an adjectival description of often. The ratings are as follows: values school and classroom structure, order and pre-defined rules with 4.23; emphasizes on performance and results (4.12); recognizes teachers and students according to the school policies and standards with 4.06; gives more time on individual performance rather than teamwork and collaboration with 3.77. The indicator with the lowest weighted mean of 3.10 is obtained in uses extrinsic motivators like money and other perks to manage students. All the numerical ratings had an adjectival description of often. The average of the level of practice of the management styles in work relationships along transactional as rated by the Senior High School teachers has a value of 3.86 with an adjectival description of often. The results mean that the secondary teachers often practiced the transactional management style in work relationships. It implies then that the teachers value the past experiences and sustain such practices in managing future classes. It could be said that the teachers in Bacacay Districts are involved in the procedural aspects of managing the school.

Along Consultative Management Style. The Junior High School teachers rated asks for the opinions and thoughts of their peers and students with 4.16, followed by considers all the information given by the peers and students before a final decision is made with 4.09; encourages co-teachers and students to participate in decision-making (4.01); and promotes deeper bond among teachers and students with 3.99. The indicator with the lowest weighted mean of 3.92 was obtained in offers more team work activities rather than individual activities. The level of practice of the management styles in work relationships along consultative as rated by the Junior High School teachers had a value of 4.03 with an adjectival description of often.

The Senior High School teachers rated the indicators with promotes deeper bond among teachers and students with 4.35; encourages co-teachers and students to participate in decision-making (4.25); asks for the opinions and thoughts of their peers and students with 4.24; and considers all the information given by the peers and students before a final decision is made with 4.13. The indicator with the lowest weighted mean of 4.08 was obtained in offers more team work activities rather than individual activities. The level of practice of the management styles in work relationships along consultative as rated by the Senior High School teachers had a value of 4.21 with an adjectival description of often. The results mean that the secondary teachers in Bacacay Districts often practiced consultative management style in work relationships. It implies that they consult with each other to obtain individual suggestions and opinions to help them make informed and strategic decisions.

Along Persuasive Management Style. The indicator that obtained the highest weighted mean among the five (5) indicators used in this study as rated by the Junior High School teachers is discusses the importance of connections among members of the school community with 3.97. This is followed by two (2) indicators with the same weighted mean of 3.94. These

are: reinforces among the teachers and stakeholders the need to collaborate and have strong sense of direction and calls for constant discussion of every major action in the school for decision-making. The indicator that followed next is encourages the sharing of the logic and rationale behind their decisions with 3.88 and lastly, inspires teachers to participate in the affairs of the school with 3.74. All the numerical ratings have an adjectival description of often. The average of the level of practice of the management styles in work relationships along persuasive as rated by the Junior High School teachers had a value of 3.89 with an adjectival description of often.

The Senior High School teachers, on the other hand, rated all the indicators with an adjectival description of often. The ratings were as follows: reinforces among the teachers and stakeholders the need to collaborate and have strong sense of direction with 4.24; encourages the sharing of the logic and rationale behind their decisions with 4.10; discusses the importance of connections among members of the school community with 4.05; calls for constant discussion of every major action in the school for decision-making (3.96); and lastly, inspires teachers to participate in the affairs of the school with 3.76. All the numerical ratings had an adjectival description of often. The average of the level of practice of the management styles in work relationships along persuasive as rated by the Senior High School teachers had a value of 4.02 with an adjectival description of often. The results explain that the secondary teachers in Bacacay District often practiced the persuasive management style in work relationships. They have varying levels of satisfactions as well as expectations. Thus, they find commonalities among these differences so that they are able to harmonize and work productively.

Along Visionary Management Style. The Junior High School teachers rated all the indicators with an adjectival description of often. The weighted averages obtained arranged in the order of magnitude from highest to lowest were as follow: directs all education stakeholders towards the attainment of a common vision with 4.13; crafts appropriate plans for the strategic direction of the school and its people with 4.09; conducts planning and re-planning sessions regularly after monitoring and evaluation activities so that school goals are achieved (4.05); followed immediately by has a lot of projects and programs as well as activities for the improvement of the school (4.04); and lastly, provides continual, informal feedback and support toward school goals with 3.95. The average had a value of 4.05 with an adjectival description of often.

The Senior High School teachers rated the five (5) indicators with an adjectival description of often. The numerical ratings were as follows: directs all education stakeholders towards the attainment of a common vision with 4.19; has a lot of projects and programs as well as activities for the improvement of the school (4.18); crafts appropriate plans for the strategic direction of the school and its people with 4.15; provides continual, informal feedback and support toward school goals with 4.07; and lastly, conducts planning and re-planning sessions regularly after monitoring and evaluation activities so that school goals are achieved (3.87). The average had a value of 4.08 with an adjectival description of often. It means that the teachers often practiced visionary management style in work relationships. It implies that the school heads and the teachers were guided by a clear vision.

Test on the significant difference on the level of practice of the management styles

The results showed that all the computed F values along transformational which is 4.494; transactional with 0.018; consultative (0.336); persuasive with 2.038 and lastly, visionary with 0.361 are all lower than the F-tabular value of 5.318 at 0.05 level of significance with degrees of freedom of 1 and 8. It is safe to conclude that there is no significant difference on the level of practice of the management styles in work relationships along transformational,

transactional, consultative, persuasive and visionary. It means that the Junior and Senior High School teachers of Bacacay Districts have the same level of practice which is often along the five (5) management styles covered in this study. Further, the results reveal that the Junior and Senior High School teachers in Bacacay Districts both practice these management styles which imply that they appreciate the use of different styles in handling work relationships.

The problems encountered in the practice of management styles

In transformational management style, there were 136 Junior High School teachers who considered inadequate training on management as a problem with a rank of first; ninety-three (93) in poor work environment and eighty-seven (87) in lack of equal opportunities. The Senior High School teachers also identified inadequate training on management with the highest frequency of forty-nine (49) with a rank of first; lack of equal opportunities with thirty-eight (38) as second in rank and poor work environment with twenty-five (25) with a rank of third. The sum of ranks in transformational style has the results: two (2) in inadequate training on management with a final rank of first; the two (2) sources of conflicts with the same sum of rank and final rank of 5 and 2.5th in poor work environment and lack of equal opportunities.

Along transactional, both the Junior and High School teachers rated the three (3) items with the same rank although with different frequencies to wit: financial constraints to provide incentives with 145 in Junior High School teachers and forty-two (42) in Senior High School with rank first; absence of appropriate mechanism of school processes with ninety-four in Junior High School teachers and thirty-six (36) in Senior High School teachers and lastly, poor communication with sixty-nine (69) in Junior High School teachers and twenty-four (24) in Senior High School teachers. The sum of ranks of two (2) is obtained in financial constraints to provide incentives with final rank of first; absence of appropriate mechanism of school processes with a sum of rank of 4 and final rank of 2nd; and poor communication with six (6) and final rank of third.

In consultative management style, there were 108 Junior High School teachers who considered unclear job roles as a problem encountered with a rank of first; ninety-five (95) in quick decision process and seventy-three (73) in weak cooperation among teachers. The Senior High School teachers also identified unclear job roles with the highest frequency of forty-eight (48) with a rank of first; quick decision process with thirty-one (31) as second in rank and weak cooperation among teachers with twenty (20) with a rank of third. The sum of ranks in consultative style has the results: unclear job roles with two (2) and final rank of first; quick decision process with four (4) and final rank of second; and weak cooperation among teachers with a sum of rank of 6 and final rank of third.

Along persuasive, both the Junior and High School teachers rated the three (3) items with the same rank although with different frequencies to wit: uncooperative members of the school community with 122 in Junior High School teachers and forty-seven (47) in Senior High School; the sum of rank of two (2) and final rank of first; unfair treatment with 103 Junior High School teachers and thirty-six (36) Senior High School teachers with a sum of rank of four (4) and final rank of second; and lastly, inappropriate strategies on human relations with eighty-one (81) Junior High School teachers and twenty (20) Senior High School teachers with a sum of rank of six (6) and final rank of third.

The last management style is visionary. There were 123 Junior High School teachers who responded in disparity of goals among members of the school community with a rank of first; absence of communication channels with eighty-three (83) which is second in rank and poor planning skills with eighty-one (81) and third in rank. The Senior High School teachers rated the sources with the following: poor planning skills with forty-three (43) and a rank of first; disparity of goals among members of the school community with thirty-five (35) and a rank of

second; and absence of communication channels with twenty-nine (29) and a rank of third. The sum of rank and final ranks has these results: disparity of goals among members of the school community with three (3) and final rank of first; poor planning skills with four (4) and final rank of 2nd; and absence of communication channels with a sum of rank of five (5) and final rank of third.

Management plan to address the identified problems

To address the inadequate training on management, the researcher proposed the conduct of Comprehensive Workshop on Training Needs Assessment and training on Strategies for Identifying and Closing Skill Gaps through the INSET. Teachers may attend national and international trainings. The fund may be sourced out from the MOOE or personal fund of the attendees.

Along transactional management style, the problem identified is financial constraints to provide incentives. The activities and strategies include the production of prizes made of indigenous materials which can be conducted year-round. Another activity is a conduct of simple awarding ceremonies for deserving students and teachers that can be done every semester. Attendance sheet and certificate of participation may serve as means of verification. The problem identified along consultative is unclear job roles. This could be addressed by meetings about job descriptions and assessment of teachers. The proposed budget is 1,000.00 per meeting of the school head, master teachers and classroom teachers. The conduct of social activities and building of transparency board. The uncooperative members of the community may attend these activities. The transparency boards will provide information and documents that will encourage the members to participate. Photos of activities as well as financial papers may be posted on the boards. Lastly, planning sessions using grassroots approach may resolve the disparity of goals among members of the school community.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the researcher draws several conclusions regarding the management styles practiced in the secondary schools of Bacacay Districts. Most secondary teachers employ a transformational management style in their work relationships, followed in frequency by consultative, visionary, persuasive, and lastly, transactional styles. Among Junior and Senior High School teachers, the consultative style is commonly practiced, followed by transformational, visionary, persuasive, and transactional approaches. The study also reveals that there is no significant difference in the level of practice among the five management styles: transformational, transactional, consultative, persuasive, and visionary. Despite these findings, problems in the application of management styles in work relationships remain present in the secondary schools of Bacacay District. In response to these issues, the researcher crafted a management plan aimed at addressing the identified problems and improving work relationships through more effective management practices.

In light of the conclusions, the researcher proposes several recommendations to enhance management styles in work relationships within Bacacay District secondary schools. Firstly, school heads are encouraged to motivate secondary teachers to adopt a transactional management style by emphasizing the potential advantages associated with its practice. Secondly, workshop activities focusing on the transactional style should be integrated into In-Service Training programs for secondary teachers, aiming to promote a broader and more frequent application of this approach. Furthermore, it is recommended that related studies exploring the effects of innovative management styles be conducted to address existing gaps in educational management and administration. The problems identified in the current study

should also be brought up during management committee meetings to foster collaborative discussion and resolution. Lastly, school heads in the Bacacay Districts may be provided with the researcher's crafted management plan for their consideration and possible implementation in their respective schools.

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