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Correlates Transformational Management Styles and School-Based Management (SBM) Practices of School Heads

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ABSTRACT

Transformational Management Style is a leadership style that School Heads may use to lead and manage the school. Whereas, School-Based Management, also known as SBM, is a hot topic among public schools nowadays. The study aimed to determine the correlations between transformational management styles and school-based management (SBM) practices of school heads in Congressional District I-B of the Schools Division of Nueva Ecija. The 174 school heads were selected using total enumeration sampling, while 318 teachers were selected using a stratified sampling design. The descriptive correlational research design was utilized in satisfaction with the objectives of the study. On the school-based management practices of school heads in Congressional District I-B have the same point of view and were strongly agreed that School Heads were evidently practiced and performed well in the school operations and management. Furthermore, the school heads' number of training and seminars attended in national, regional, division, district, and schools found a positive correlation between transformational management styles in all areas-individual considerations, intellectual stimulation, inspirational motivation, and idealized influence. Moreover, the highest educational attainment found a positive correlation between school-based management and the management of resources. Trainings and seminars attended by the School Heads in regional, division and district level have a significant relationship to their SBM ratings. Furthermore, School Heads' Intellectual Stimulation and Idealized Influence have significant relationship to their SBM ratings. School heads' and teachers' assessments found a low level of significance based on the assessments of school heads' transformational management styles and school-based management practices.

INTRODUCTION

Transformational Management Style is one of the leadership styles of the School Head in school management and operations. This management style motivates, inspires, and motivates employees to innovate and bring about change in order to assist the school community to grow and mold its future success.

Transformational Management Style is a leadership style that School Heads may use to lead and manage the school. This management style motivates and inspires employees to think outside their comfort zones and bring about change to assist the school community in growing and molding its future success.

According to White (2018), transformational leadership may encourage and engage employees by cultivating a school culture of accountability, ownership, and workplace autonomy. It is a management style that pushes staff to be more creative and strategic thinkers and develop fresh solutions to old problems. Employees on the leadership track will be prepared to become transformational leaders through mentoring and training. School leaders always want the best for the institution they will be serving, just like their best practices in SBM performances.

School-Based Management, also known as SBM, is a hot topic among public schools nowadays. According to the DepEd Order No. 45, s.2015, SBM is how the government decentralized the decision-making coming from the central office and field offices to the individual working in the school to manage better resources and the different allocations provided for each school. In this regard, the existence of SBM is a manifestation that the school can stand on its own. Furthermore, the COVID-19 pandemic is a hindrance to the performance of the school heads' tasks in the SBM. School heads are striving to meet the requirements in propagating their SBM even with minimal face-to-face interactions.

One of SBM's goals is to empower school leaders to lead the entire school via various reforms that can improve learning results. This can be achieved by setting guidelines and modifying the way the teachers handle classes in response to the COVID-19. The goal is to achieve a high enrolment rate, high passing rate, high promotion rate, and high retention rate.

Another objective of SBM is for the school heads to bring resources, including the funds controlled by the school to bring change in a decentralized manner. This can be deemed by intelligent usage of the school funds that are always subject to audition rules and guidelines. The school heads may also opt to encourage the stakeholders for whatever support they can provide to continue the school's educational goal amidst the pandemic. This can also strengthen the school's relationship with the community and stakeholders in investing their resources to help the school become a conducive place to study, which is the third SBM goal.

The four SBM principles, "Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and Management and

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Resources," which is one of the foundations for validating the school's level of practice, were given to a group of teachers led by master teachers and experienced teachers, as observed by the researcher in the workplace where she is serving. However, problems arise whenever the time for updating the SBM portfolio arrives. Some teachers believed that the school heads and headteachers must do SBM updating, but the school heads believed that it results from the collaborative work of the school's faculty and staff. The accomplishment of the SBM portfolio will be the result of the good leadership style the school head showed.

Leadership and governance is an SBM principle that describes how school leaders provide vision and direction to the educational system, ensuring that it is "relevant and responsive" to the requirements of varied populations. It also includes a Development Plan that is developed collectively by the school's stakeholders. Because all of the school's operations will be anchored by the carefully developed Development Plan, it serves as a guide for the school.

School leadership depends on a network of leaders that enables communication between and among the community and school leaders. Its purpose is to impose problem-solving and decision-making inside the educational community. The school is also structured and managed in a way that allows stakeholders to share leadership. A long-term program is also in place to satisfy the training and development needed for both school and the community.

The second SBM principle, curriculum, and instruction are concerned with the school's programs and activities, ensuring that the organization's primary focus is on providing a relevant, responsive, and effective basic education curriculum. The heads of the schools have come together in this regard with the different school personnel involved working hand-in-hand in crafting different learning resources that can help provide the learners the best instructions they deserve.

The third principle of the SBM, Accountability and Continuous Improvement, refers to clear, open, inclusive, and responsive collection techniques within the school. It is a collaborative effort amongst various stakeholders in the school that monitors the school's expected and actual performance. It also ensures that the school continues to address the gaps and provides opportunities for feedback and correction.

Management and Resources are the fourth principles of SBM. It encompasses the wise utilization of every resource, which is a must for every organization. The school spends much time realizing how the school will come up with the right approach to management and resources.

LITERATURE REVIEW
The study's flow and purpose will be guided by the study's objectives on the connection between transformational management styles and school-based management practices of school heads guided by the literature review.

Socio-Demographic Profile
In the study of Hoddmeyer (2012) stressed that socio-demographic characteristics include, for example, age, sex, education, migration background and ethnicity, religious affiliation, marital status, household, employment, and income. Different index variables are formed on the basis of socio-demographic variables. They include, for example, socio-economic status, which combines information on education and income. In similar to Dobronte (2013) stated that socio demographic profile are the characteristics of a population such age, gender, ethnicity, education level, income, years of experience, location and etc.

According to Kabeer (2012), there was no substantial difference between social-demographic traits and leadership style. The study found that the social demographic aspect of the respondents was not affected by the transformational leadership style. Nevertheless, a study was able to discern these variables and use them as a springboard for further research in other organizations. Dobronte (2012) found that single people, especially men, are more exposed to burnout than married individuals, and people with higher educational levels experience more job burnout. Moreover, regarding gender differences, women are slightly more emotionally exhausted than men, while men are more depersonalized.

Furthermore, according to Breaux (2015), the principal's leadership style is correlated to the socio-demographic profile in terms of gender and experience. "Female leaders exhibit more transformational leadership than men," and more experienced principals had better performance than the less experienced.

Kotur & Anbazhagan (2014) found out that females are more transformational leaders to some extent than males and that age affects leadership styles.

According to Barclay (2010), older people can do certain tasks better than youngsters. Also, it is a common opinion that males and females differ in many ways, especially regarding leadership styles.

Moreover, Joseph (2015) identified that demographic variables such as type of business, position, age, sex, length of service, and educational attainment do not impact leadership styles.

Age
Mandangan (2021) found out school heads with age ranges between 40 to 49 were of the right age and capacitated in managing and leading school operations, teachers and staff. According to Llego (2019), a school head is a person responsible for the administrative and instructional supervision of the school or cluster of schools. Similar findings, Viernes (2021) found out that school head age ranges from 30 to 45 years to manage school operations and establish good leadership for the betterment of the community as a whole. Another finding of Mercado (2020) implied that the employees

of MVGFCI are considered middle adulthood. This middle adulthood has been found to contribute to the well beings of others like their families, friends and all related to them.

Furthermore, Hudson (2015) discovered no direct or indirect links between the age of a leader and their efficacy. Instead, the findings demonstrated a strong negative correlation between negative leadership effects and transformational leadership. Joseph et al. (2015) discovered a link between "age" and leaders' characteristic affect and leadership criteria in their study.

School Head age does not matter as long as they have the ability to work and develop effective relationships with stakeholders and exert a positive influence upon people. According to Britannica Psychology (n.d.), middle-aged adulthood is the period of human adulthood that immediately precedes the onset of old age. Through the age period, it is generally defined as being between the ages of 40 and 60. In addition, middle age should be a time not only for financial and social success but also for authority and prestige. This is a time of evaluation of their achievement and accomplishments in terms of social status, their earlier aspiration, and plans for future success and development (BrainKart, 2018).

Sex

Moses et al. (2018) concluded that in many countries, females tend to be more interesting in teaching and instructional leadership position. In instructional sectors female workforce is dominated more than the male. In addition, Mandangan (2021) found out that more females than males in the educational sector are instructional leaders and managers, teaching and non-teaching positions. Moreover, Mercado (2021) found that MVGFC faculty and staff are more female than males in teaching and education professions. The same findings in the study of Viggayan (2018) revealed that the teaching profession was dominant for females in both public and private educational institutions.

According to Bass (2015), the teaching profession is largely populated by women. Today, 3 out of 4 public school teachers are women, and 97% of early childhood educators are women. Historically, the teaching profession becomes an acceptable career path for women starting in the mid-1800s. When public schools were established throughout the country, women were sought out for their discipline, personal accountability, and what was seen as a natural nurturing ability needed in helping to educate children. Additionally, Lavadia (2021) confirmed that there are more female school heads and teachers than males in public elementary and secondary schools in the District of Aliaga. Similar findings in the study of Jandaghi, et.al (2015) revealed that the teaching profession is more dominated by females than males.

Civil Status

The study of Alufohai (2015) revealed that the majority of the instructional school leaders in the Division of Science City of Munoz and San Jose City are married or have their own families. Therefore, they carry more responsibilities and workloads for their family and schools' needs – providing the basic needs of their family and the needs to support the school operating management towards better performance in teaching and learning and as support assistance needed in schools operations. Furthermore, Alufohai and Ibhafidon (2015) revealed that married instructional leaders performed better than single, widow and separated teachers and have a positive impact on the teaching-learning process and development. Similar findings in the study of Mandangan (2021) and Centeno (2021) revealed that majority of the School Heads in the Division of Nueva Ecija were married. Furthermore, Alufohai and Ibhafidon (2015) revealed that married instructional leaders performed better than single, widow and separated teachers and positively impact the teaching-learning process and development. According to Dela Cuz (2022), being married teachers, they need to manage their time for our family and work to manage diverse learning and prepare their teaching and learning devices ahead of time towards better performance.

Bachelors' Degree

According to UST College of Education (2022), "Bachelor of Elementary Education (BEEd) is a four-year program that provides academic and appropriate training for future elementary school teachers of Grade 1-6 through the general education and specialization courses." The program culminates with an extensive teaching internship in cooperating schools, both public and private, local and international, under the mentorships of highly experienced professional teachers. A Bachelor in Elementary Education is a bachelor's -level of education degree focused on the strategies needed to succeed in the classroom. Some Bachelor in Elementary Education programs is designed to prepare you for teacher certification. A Bachelor in Elementary Education program will require one to take general education courses in a range of subjects and these courses are intended to provide with foundational knowledge and elevate critical thinking abilities (Walden University, 2022).

Major or Field of Specialization

According to Stellassee (2013), English majors are avid readers. They are copious readers who are ready to immediately analyze for meaning, form an opinion, and communicate ideas in voice or writing. In addition, Barclay (2020) mentioned the five reasons why teachers major in English. First, knowing how to think critically is always valuable. Second, English majors are versatile and can adapt to change. Third, Great communicators have influence. Fourth, reading fiction develops empathy. And Lastly, Language is powerful. An English major has a special capacity to transform, cultivate curiosity, and give means to feed it.

Highest Educational Attainment

Das (as cited by Malgapo, 2020) reported that "the qualification of teaching staff, salaries, status, and service condition of teachers should be sufficiently increased so that talented persons are attracted to a teaching job." He further reported that "teacher education could not be improved unless we improve the professional competence of teacher-educators." What should be the qualification required to be a teacher-educator? Master's degree in Education? Master's degree in any School related subject? Or both? Should Master in Philosophy/Ph.D in Education be considered essential? Should a minimum percentage of marks in the Master's degree examination be prescribed? Should any teaching experience in secondary school be considered essential before having an appointment as a teacher-educator? How should teacher-educators be selected?

Years in Service

The study of Mandangan (2021) shows that School Head who served 10 to 15 years in administrative service has already given enough experience in school management and supervision. They have enough experience and opportunities to understand the teaching and learning needs of the schools.

According to Dela Cruz (2022), "A year of service will create connections throughout the institutions or organization." Years in service provide opportunities to develop civic engagement skills. By working with community members, teachers, parents, and students can enhance group organization and interpersonal skills. They also can gain important experience working with diverse members of their communities. Experience is the service gained by the teachers in teaching in either public or private. It may help learners and teachers as well in the development and enhancement of students' academic performance. People believe that "experience is the best teacher." While having more experience is advantageous, it is not always the case. Experience has the greatest influence during the first few years of teaching; marginal returns begin to drop beyond that. Several studies have been conducted by the "Center for Analysis of Longitudinal Data in Education Research" (CALDER) confirmed findings from past research showing novice instructors were less effective on average than those with some experience (Clotfelter et al., as cited by Malgapo, 2020).

Relevant Trainings and Seminars Attended

The study of Dela Cruz (2021) confirmed that relevant training and seminars would provide educators with the necessary skills and experiences to help students develop their minds and skills and improve their academic achievements. Additionally, Eisienbeib et al. (2013) discussed that school heads/principals must be trained. School Heads/Principals are constantly trained throughout their careers to continue professional development.

The study by Felipe (2013) claimed that training and seminar help educators create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional devices and inspire them to become better teachers in the modern world. Their attendance at seminars is an opportunity for them for self-improvement. According to Kelly (2019), "All training is required for any specialized profession." All training and experiences gained to give the greatest chance of success as well as sustain new challenges in education.

Designation

Pursuant to Section 6.1, Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155. A School Head is a person who is responsible for the administrative and instructional supervision of the school. As such, a school head is expected to possess the leadership dimensions. In addition, merit selection for the position of Principal must pass a qualifying test and for a higher Principal position must pass all the qualifying standards and ranks such as experiences, trainings, outstanding accomplishments, research and development projects, innovations, performance ratings and education (DepEd Order No. 85, s. 2003).

Office Performance Commitment and Review Form

In the study of Viernes (2021), the results mean that School Head/Principal in Non-autonomous secondary public schools in CD I had an outstanding performance for three consecutive years. They are shown their passion and willingness for the continuous development and improvement of the school where they can serve. The results found that the OPCRF rating had no significant results in managing and budgeting MOOE and school operations.

According to Cruz (2016), the school, principal, and leader are the ones who are responsible for the direction of the school, operation, improvement, and development. The tremendous changes in scope and areas are the functions of the educational leaders and are reflected in their performances. Sawchuk (2015) added that performance rating evaluations served as the basis and evidence used to provide feedback and guide them in professional development. It is also served as an evaluation to review and rate performance and effectiveness.

Transformational Management Styles

The transformational management leadership style has been proven to improve an organization's performance and more. The leader's responsibility includes personnel and budget management and achieving the level of performance and goals set by the department and other stakeholders involved. The leaders may also explore and experiment with other leadership styles that will assist them in leading and managing their stations is both reasonable and necessary. Despite being a cure in managing the school, researchers focused their studies on

its positive influence in boosting commercial companies' performance and support of the school. The focus of the training conducted for the school leaders pertaining to the school's development programs should be to blend the modern leadership approaches with the traditional ones. Anderson (2017) said, "This will create a more meaningful and effective way to manage the school even in this time of unending change." Additionally, transformational leaders stimulate followers' efforts in more innovative and creative ways to satisfy reframing problems and assumptions and approach situations in new ways (Money, 2017).

Individual Consideration
Employee job satisfaction can be increased by combining high customized concern, intellectual stimulation, and idealistic influence (Escortell, Baquero, & Delgado, 2020). At a 1% significance level, according to Pradeep and Prablan (2012), the leaders' individual attention to each subordinate tends to increase employee effectiveness and satisfaction. Individual consideration relates to how much the leader gives attention to the member's needs, becomes their mentor, and attends to individual concerns.

Furthermore, according to Arias (2014), individualized consideration is a transformational leadership trait in which leaders invest time coaching and instructing their followers, hence boosting consciousness. They treat people as individuals but as a group member, and they understand that everyone has different abilities, demands, and objectives.

Intellectual Stimulation
Cordona et al. (2018) identified a strong relationship between the positive effect of teamwork and their intellectual stimulation, which likely positively promotes team learning. The intellectual stimulation of the leader is a valuable social resource for learning in teams—moreover, group learning, which helps to explain a lot of the diversity.

The findings were supported by IGI (2015), mentioned that school heads' intellectual stimulation has the ability to instill innovative and creative capabilities into followers as way of critical thinking and problem-solving skills. Their behavior encourages creative and effortful problem solving and always challenges others to inspire imaginative use of their individual skills. And encourage teachers to engage and provides a platform for feedback for improvement. In addition, Breaux (2019) defines intellectual stimulation as the challenge to robust leadership styles in predicting performance.

Inspirational Motivation
Barine and Minja (2014) stated that in order to motivate employees, being an inspirational motivator is important to pursue a higher level of production and contribution by devoting enhancing awareness of a greater cause for followers' intrinsic motivation, effort, and dedication, which results in improved performance. Leaders with

inspiring motivation can drive their followers to attain the specified company goals by instilling a strong sensation of belonging to a group in them.

"Managers should use inspirational motivation to encourage their junior employees to share their ideas and opinions, hence increasing the number of transactions inside the firm" (Cardona, 2018). "Ray (2020) also found that inspirational motivation, as part of transformational leadership, had no effect on workplace communication levels."

Idealized Influence
Leaders, according to Ray (2020), "play a crucial role" in their employees' life. An "individual's professional and personal life" can be influenced by transformational leaders. Throughout their professional and personal lives, many people have had a significant impact on how people think and make decisions. The vast majority had a position of leadership with a previous employer or a client that they had the good fortune to get to know well. Others have served as role models or persons who are well-liked outside of the workplace. They all have one thing in common: the ability to motivate people to take positive steps to improve and follow a specific path. The extent to which leaders have an impact on others.

Several specific actions have characterized transformational leaders' idealized influence. To begin with, this set of leaders is known for being excellent communicators of inspiring vision to their followers. They are capable of conveying their vision and mission to subordinates in a clear manner and delivering credible and sufficient information to enable subordinates to accomplish the objectives or objectives (Avolio & Yammarino, 2012).

Correlates of Transformational Management Styles and SBM Practices
Perez and Lumaad (2021) found that School-Based Management (SBM) principles such as Leadership and Governance, Curriculum Improvement, and Resource Management are described as beginning structures and processes for demonstrating ACCESs. "The majority of educational leadership styles were found to have strong ties to educational management approaches. There was no significant correlation between educational leadership and management styles of public elementary school heads and the extent of School-Based Management" (SBM) practice."

School Head Management Practices
School Head as one of the leaders in school plays a number of significant roles; namely instructional leader, administrator, manager, a good follower available at all times to move and strive harder to reach the ultimate goal. The School Head also needs to balance all aspects in running the school. It requires being proficient in all areas, a lot of training attended, with continued professional growth, balancing the time and all other requisites to be

a successful institution, upkeep teachers' effectively, and well-performing learners (Meador, 2019).

"The excellent performance of the School Head affects the performance of the teachers as well as the students who are the main beneficiaries of their performance leading to the whole community's achievement of the desired goal," according to Usman (2016). Additionally, "the school leader is the principal and to be an "effective leader is to be available to teachers, staff members, parents, students, and community members." He stays "calm in difficult situations," thinks before acting, and puts the needs of the school before himself. An effective Principal step up to fill in holes as needed, even if it is not a part of his daily routine (Meador, 2019).

School-Based Management Practices

SBM (School-Based Management) can be considered a blueprint for improving education in which substantial decision-making authority is transferred from the state to the school level. It also aspires to upgrade the educational status by entrusting the decision-making to the school head.

The four ideas that "serve as the foundation" for confirming a school's SBM level of practice are leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management. The primary purpose of SBM, which includes empowering leaders, guides his clientele to reach the level of reformation that leads to better learning outcomes. Bringing possible sources to run the school, such as funds, is also a part of the decentralization process. Another part of the decentralization process is strengthening partnerships with communities and integrating reformation in terms of managing the school as its instructions (Camacho & Farrales, 2020). It is clear that SBM could provide an alternative model for managing schools in order to achieve autonomy, flexibility, productivity and accountability.

On the other hand, school stakeholders have confronted problems and challenges in the implementation of SBM. SBM can be properly redesigned for implementation based on diagnosis of problems and to explore the contextual barriers appropriately. SBM is considered as an effective system for empowering local schools in decision-making by which school stakeholders are given greater power and authority to manage school. In 2015, the Department of Education pursued policy reforms under the Basic Education Sector Reform Agenda. Key Reform Thrust 1 of BESRA is School-Base Management. SBM underscores the improvement of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher students' learning outcomes.

The SBM rules and regulations give emphasis in the authority, accountability and responsibility of school head which is consistent with the law, national educational policies, plans and standards. Setting the mission, vision, goals and objectives of the school.

Leadership and Governance

Leadership and governance refer to a network of leaders who offer the vision and direction for the educational system, ensuring that it is relevant and receptive to the requirements of varied populations. School Leaders develop a Development Plan in collaboration with the school's and community's stakeholders. The school is structured and organized so that it promotes shared leadership and governance while also defining the duties and responsibilities of the various stakeholders. Furthermore, the leadership network allows communication between and among community leaders in order to make effective choices and solve school-wide learning difficulties. A long-term program is in place to meet the needs of school and community leaders in terms of training and development (DATU LIPUS, 2020).

In addition, Ismail (2020) stated that "leadership has an enormous influence on the outcome of an organization, from employee engagement to customer satisfaction, found that 83% of enterprises believe it is important to develop leaders at all levels of the company."

As stated in Principle 1 of SBM, a network of leadership and governance directs the educational system in achieving its shared vision, mission, and goals, allowing it to be responsive and relevant to the context of many surroundings (President Corazon Aquino National High School, 2021).

Curriculum and Instructions

Curriculum and Instruction ensure that the organization's primary focus is on providing a relevant, responsive, and effective basic education curriculum supported by all other strands and offices. Basic education in the Philippines aims to help students reach their full potential by instilling a love for their country, instilling correct values, and developing skills and academic competency, all of which are important aspects of nation-building (Cutillon, 2021).

According to Binghay (2017), "The curriculum meets the developmental needs of all sorts of students in the school." The curriculum caters to the demands of all types of students in the classroom. Curriculum learning systems based on the community's contexts and ambitions are co-created and refined throughout time.

To ensure that our children's learning, learning programs, and facilities shared by the school, home, and community are "more equipped with essential knowledge and values to assume responsibility and accountability for their own learning, learning programs, and facilities shared by the school, home, and community" (Conchita, 2019).

Accountability and Continuous Improvement

Community stakeholders have clearly defined and agreed upon the duties and responsibilities of the accountable person(s) and collective entities. Goals are recognized based on a performance accountability framework that was designed collectively; problems are solved using proper channel of authority. The community-owned

accountability system is constantly improved to guarantee that management structures and procedures respond to the community's evolving learning needs and desires (Parang High School, 2017).

According to Guntherodt (2020), the community-owned accountability system is constantly improved to guarantee that management structures and procedures respond to the community's evolving learning needs and demands. Continuous school improvement is a cyclical process that helps groups of individuals in a system, ranging from a class to a school district or even a network of many districts, define goals, identify strategies to improve, and evaluate change.

Management Resources

Because it deals with the efficient and successful development of an organization's resources when they are needed, resource management is a critical key outcome area of SBM. Financial resources, physical facility inventory, human talents, available students' services, and information technology are all examples of school resources. With SBM concepts and activities, increased stakeholder participation, improved processes, and more effective delivery of quality, equitable, culture-based, and liberating education are all possible (Cutillon, 2021). Effective resource management begins when school heads assess their schools to identify what resources their students and teachers need and ends when they make the necessary resources available.

Throughout the process, they must consider many potential areas of investment, from teachers to instructional materials to technological tools. The school heads evaluate the considerations and allocate resources where they will have the greatest impact. The core responsibilities of school leaders are to manage, nurture, educate and prepare the prospective human resources wherein the resources are collectively and judiciously mobilized and managed with transparency, effectiveness and efficiency. (AU School of Education, 2020). Managing school resources covered national and state perspectives, future challenges for funding school needs, resource allocation, developing school learning environment, budgets, sources of revenue, accounting budgeting and reporting, financial statements, allocating resources for higher student performance, human resources, laws and policies, compensation, facilities and auxiliary, services, safety and security, (Tomal & Schilling, 2020)

METHODOLOGY
Research Materials
The main instrument of this study was the survey questionnaire adopted to Mabolo's (2021) Four I's of Transformational Leadership and DepEd SBM four principles.

The research instrument had three parts, namely: Part I is used to gathering data based on the profile of the respondents in terms of age, sex, civil status, educational background, highest educational attainment,

relevant training and seminars attended, and OPCRF rating performance; Part II is intended to describe the Transformational Management Leadership Style of the School Heads in terms of four components namely: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence; and Part III is the questions intended for the School-Based Management Practices of School Head in terms of Leaderships and Governance; Curriculum and Instructions, Accountability and Continuous Improvement and Management Resources.

The relationship between the transformational management leadership styles of the school and the School-Based Management Practices will be categorized using the four-point Likert scale as follows:

Scale	Range of Value	Description
4	3.25- 4.00	Strongly Agree
3	2.50- 3.24	Agree
2	1.75-2.49	Disagree
1	1.00-1.74	Strongly Disagree

And the Scoring guide for correlations is as follows:

Range of Values (r)	Description
+1	Perfect positive correlation
+0.91 to + 0.99	Very high positive correlation
+0.71 to + 0.90	High positive correlation
+ 0.51 to +0.70	Moderate positive correlation
+ 0.31 to + 0.50	Low positive correlation
+0.01 to + 0.30	Negligible positive correlation
0	No correlation
-0.01 to -0.30	Negligible negative correlation
-0.31 to -0.50	Low negative correlation
-0.51 to -0.70	Moderate negative correlation
-0.71 to -0.90	High negative correlation
-0.91 to -0.99	Very high negative correlation
-1	Perfect negative correlation

The researcher created a google form that contains the approved survey questionnaire to be administered to the respondents of this study. The researcher also made photocopies of the survey questionnaire intended for the respondents who are not well-versed in using google forms.

Research Method
This study used the descriptive correlational research method to describe and correlate the transformational management leadership styles and school-based management (SBM) practices of School heads.

As defined by Simon (2015) in the Purpose of Descriptive Research, the Descriptive method involves a description of similarities with other phenomena. The purpose of Descriptive research is to study primarily "what is." Moreover, Correlational designs involve the systematic investigation of the nature of relationships or associations between and among variables that establish causal connections rather than direct cause-effect relationships. The method involves the survey questionnaire through google form for the respondents; thus, it will determine

the relationship between the transformational managerial leadership and School-Based Management Practice of School Heads in Congressional District I-B, in the Division of Nueva Ecija.

RESULTS AND DISCUSSION

Based on the results of the study, here is the summary of the study:

1. Majority of the school heads in Congressional District I-B have aged ranged between 43 to 47 considered as middle adult-hood because of chronological age from 40 to 65, female and married with bachelors' degree in Elementary Education major in English. They reached Masters' Degree, and they served for one to six years in service as school head with Principal II as current designation. They were attended relevant trainings and seminars ranged from one to ten in all levels- international, national, regional, division, district and school and they were performed outstandingly in their OPCRF for three consecutive years from S.Y. 2018 to 2020.

2. In the four components of transformational leadership style namely individual consideration, intellectual stimulation, inspirational motivation and idealized influence, the result shows that both school head and teacher respondents have the same assessment and agreed that school heads in Congressional District I-B shows transformational leadership style were evident.

3. In Congressional District I-B, the school head and teacher respondents agreed that the school heads evidently practice and performed well the four aspects of SBM namely leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources.

4. Majority of the School Heads in Congressional District I-B attained SBM Level 3.

5. School heads number of trainings and seminars attended in national, regional, division, district and school found a positive correlation on transformational management styles in all areas-individual considerations, intellectual stimulation, inspirational motivation and idealized influence. Other profile variables such as age, sex, civil status, educational attainment, major field of specialization, highest educational attainment, number of years in service, designation and OPCRF have found no significant relationships with transformational management styles of school heads.

On school-management practices of school heads in Congressional District I-B, Highest Educational attainment and number of trainings and seminars attended in national, regional, division, district and school levels have found positive correlated with school-based management practices in all areas -leadership and governance, curriculum and instructions, accountability and continuous development and management resources. It is concluded that those school heads with more trainings and seminars attended have better school-based management practices. School leaders can apply their gained knowledge from training and seminars towards better school operations, services and performance. Other variables such as age, sex, civil status, educational attainment, major filed of specialization, no. of years in service, designation, and training and seminars attended have found no significant correlations to school-based management practices of school heads.

6. School Heads transformational management leadership styles -Individual considerations, intellectual stimulation, inspirational motivation and idealized influence have found significant correlation with school-based management practices -leaderships and governance, curriculum and instructions, accountability and continuous development and management resources, thus the hypothesis is rejected.

7. School Heads transformational management leadership styles – Intellectual Stimulation and Idealized Influence have positive correlation in their SBM ratings.

8. School heads and teachers' assessments found low level of significance based on the assessments on school heads transformational management styles in terms of individual consideration, intellectual stimulation, inspirational motivation and idealized influence.

School heads and teachers' assessments found low level of significance difference on school-based management practices in all areas in terms of leadership and governance, curriculum and instructions, accountability and continuous development and management resources.

CONCLUSIONS

Highest educational attainment of the school heads has significant relationship to the school-based management system which indicates that the higher the educational attainment of the school head, they have better SBM practices. Furthermore, during their time studying, they can learn new laws and practices that can guide them to manage better their respective school. The trainings and seminars attended by the school head in national, regional, division, district and school levels have also positive correlation to their transformational leadership style and level of SBM practices. This means that the trainings and seminars attended provide great help to the school heads in managing their schools as well as performing their practices in the SBM. Moreover, the OPCRF of the school heads during the time of pandemic has a negative correlation in the Curriculum and Instruction principle of SBM. This indicates that during this time which is the transition of DepEd from face-to-face classes to the modular modality, the school heads experienced difficulty in managing their school in terms of Curriculum and Instruction. With these results, the hypothesis of no significant relationship is rejected.

Trainings and seminars attended by the School Heads in regional, division and district levels have positive correlation in their SBM ratings leading to the rejection of the hypothesis of no relationship. This further indicates that the higher the number of trainings and seminars the School Heads attended, the higher their SBM rating.

The transformational management style of the school

head as to individual consideration, intellectual stimulation, inspirational motivation and idealized influence were positively correlated with school-based management practices in terms of leadership and governance. This meant that the higher level of transformational management styles the respondents have, the better the school-based management as to leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources. The hypothesis of no significant relationship is rejected. The school heads have better transformational management styles that affect their management practices in school development and operations.

Schools Heads' transformational management leadership style as to intellectual stimulation and idealized influence has a positive correlation to their SBM ratings leading to rejection of the hypothesis of no significant relationship. The assessment of school heads and teachers based on the school head's transformational management leadership style and school-based management system had found difference, but they both agreed that school heads performed better in managing and operating the school. This result leads to the rejection of the hypothesis of no significant difference.

Therefore, in order for the school heads to lead their respective schools effectively and run smoothly, they must continuously seek improvement and never get tired to discover and try more strategies to enhance their leadership management style while improving their level of SBM practice.

RECOMMENDATIONS

In line with the findings and conclusions of the study, the following are hereby recommended:

1. School heads may continue to pursue learning programs like short term courses and graduate school programs with specialization in the leadership and governance to sustain and continually upgrade their skills and knowledge towards continuous schools' progress and development.

2. Teachers and school staff must be periodically involved and consulted by the School Heads in the development of school programs that provide motivating environment to further encourage and empower them through transformational leadership.

3. School heads may continue to perform and innovate practices of school-based management outstandingly in all areas -leadership and governance, curriculum and instructions, accountability and continuous development and management resources to support the needs of the school and the teachers.

4. School heads may sustain their SBM ratings by constantly collaborating to the stakeholders such as barangay officials, parents and alumni in planning and accomplishing activities such as Brigada Eskwela and putting up projects towards achieving the advanced level of performance.

5. School heads should continue to attend trainings and seminars related to transformational leaderships styles such as trainings related to dealing with change in educational system leading to innovation of teaching methodologies and curriculum. Trainings related to School-Based Management (SBM) such as proper ways of handling and distribution of the school budget must be attended by the School Head.

6. School Head must include school programs that motivate teachers to create more localized instructional materials for additional innovation and increased collaboration.

7. School heads may continue to maintain transformational management styles such as setting good example to his/her teachers and staff by striving their best to cope up with the fast-changing way of instructions using the Google Meet, Zoom, and Google Classroom. By doing so, teachers who are not willing to cope with the change will be motivated to learn these new skills.

School heads may create localized monitoring, evaluating and reporting system to continuous monitor the engagement of the stakeholders in different school activities.

8. School leaders must implement a Sustainability Plan that may help in maintaining the way they manage their school and their performance in SBM.

9. Lastly, a similar study can be conducted by other researchers to validate the results of this research. Also, a larger sample from a broader target population such as inclusion of schools under Congressional District I-A to identify their assessments in SBM practice.

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