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Leadership Dynamics within Secondary High Schools in the Philippines: Exploring Transactional Leadership and Participatory Management Styles

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ARTICLE INFO	ABSTRACT
	This qualitative study explores the transactional leadership and participatory management styles used by secondary school heads in Tawi-Tawi, the Philippines. The objectives of this research are to examine how secondary school heads in Tawi-Tawi practice transactional leadership and to explore how they implement participatory management styles. By collecting the narrative text data from the teacher and school head participants, the study utilized a qualitative research design to understand the intricate phenomena and interpretations of these leadership styles, concerning the Tawi-Tawi secondary education department. Purposive sampling was employed to select ten teachers and nine school heads as key informants for the study to allow for a thorough analysis. The researcher-made questionnaires were used in the collection of the narrative text data. Before receiving approval from the heads of the school for on-site data collection, ethical clearance was acquired, emphasizing the importance of confidentiality. Semi-structured interviews took place in a comfortable place and were captured through cellphone voice recording. The data collected were categorized and grouped into five themes using thematic analysis. The emerging themes that depict school heads' practice of transactional leadership were the qualities of a good leader, efficiency of school heads' leadership styles, teachers' involvement in decision-making, school heads' course of action to teachers' mistakes, and teachers' reward for good performance. The study concludes with the importance of well-rounded leadership styles, suggesting that Tawi-Tawi school heads can create a dynamic learning atmosphere by combining participatory inclusivity and transactional efficiency.

Keywords: Participatory Management; School Management; Secondary High School; Transactional Leadership |

1. Introduction

Effective leadership serves as the cornerstone of success within any institution or organization, providing the necessary guidance and direction to achieve collective goals and visions (Drysdale & Gurr, 2017). Within the realm of secondary schools, this imperative is no less significant as school heads navigate a complex landscape

influenced by diverse global pedagogies and educational management paradigms. The varied leadership styles adopted by school administrators reflect not only their philosophies but also the evolving demands of the educational ecosystem (Kalkan et al., 2020). Whether embracing transformational, servant, democratic, or situational leadership, each approach offers unique insights and strategies tailored to meet the specific needs and challenges faced by educators and students alike.

Central to the role of school administrators is the task of enhancing the teaching and learning environment, thereby fostering the holistic academic progress of students (Daniëls et al., 2019). This responsibility necessitates a deep understanding of how their leadership philosophies intersect with the operational dynamics of the institution. As Smith & Hoy (2007), Torres (2022), and Mustari & Nurhayati (2024) assert, the leadership ethos of administrators permeates every facet of school functioning, exerting a profound influence on outcomes ranging from academic performance to organizational culture. By cultivating a reflective stance and continually refining their leadership approaches, school administrators can effectively steer their institutions toward success. Through proactive engagement with stakeholders, thoughtful decision-making, and a commitment to continuous improvement, administrators can harness the transformative power of leadership to propel their schools toward excellence.

Bradley (2016) and Algahtany & Bardai (2019) underscore the dynamic nature of educational leadership, emphasizing the need for school heads to adapt and wield various leadership skills and styles to navigate the ever-evolving landscape of education effectively. Indeed, leadership stands as a linchpin in determining the overall success of any organization, with educational institutions being no exception. Within the context of education, transactional and participatory leadership emerge as particularly relevant paradigms (Silva et al., 2021). Transactional leadership, characterized by a system of rewards and punishments, serves as a mechanism to incentivize performance and foster accountability among followers (Algahtany & Bardai; 2019). By offering tangible rewards for exemplary behavior or outcomes and implementing consequences for subpar performance, school administrators can cultivate a culture of excellence and responsibility.

Conversely, participatory leadership embraces a more inclusive approach, involving all stakeholders in the decision-making process (Mack & Szulanski; 2017). By soliciting input from teachers, students, parents, and other members of the school community, administrators can harness collective wisdom and foster a sense of ownership and engagement. This collaborative approach not only enhances decision quality but also strengthens organizational cohesion and buy-in. In practice, effective educational leadership often necessitates a judicious blend of transactional and participatory elements, tailored to suit the specific needs and challenges of the institution (Mohnot & Shaw, 2017). By adeptly balancing the directive and inclusive aspects of leadership, school heads can chart a course toward academic success while nurturing a supportive and empowering school culture. Ultimately, by embracing diverse leadership styles and approaches, administrators can effectively steer their schools toward excellence in an ever-changing educational landscape.

In secondary schools, transactional leadership and participatory management have been possibly affected by studies with insufficient analysis using a qualitative research approach. Considering the importance of leadership issues, a deep understanding of secondary schools in Tawi-Tawi, Philippines, can provide an overview of the school situation and recommendations for improving school quality. Therefore, this study focuses on transactional leadership and participatory management and attempts to identify strategies for improving leadership skills, building and developing relationships between superiors and subordinates, and finally improving the overall academic progress of the students thereby achieving school goals and objectives. The important research questions are:

• How do secondary school heads in Tawi-Tawi practice transactional leadership?
• In what ways do secondary school heads in Tawi-Tawi implement participatory management styles?

2. Literature Review

The impact of leadership styles on academic environments is substantial, with transactional leadership playing a pivotal role in shaping organizational dynamics. Transactional leadership, characterized by subordinates' obedience, focuses on clearly defining roles and expectations within an organization (Bass et al., 2003; Cetin & Kinik; 2015). This leadership style operates on a system of rewards and punishments to motivate individuals toward achieving organizational goals (Ali et al., 2023). In secondary schools, transactional leadership is often associated with maintaining discipline, providing rewards, and ensuring the status quo (Puni et al., 2020). While transactional leadership can be effective in providing structure and clarity, it may also lead to perceived coldness and high turnover rates (Bass & Riggio; 2006; Prestiadi et al., 2020). Additionally, this leadership approach can result in a passive administration style, where leaders intervene only when issues arise, potentially leading to a lack of control over the organization's direction (Puni et al., 2020).

Transactional leadership in academic settings is recognized for its emphasis on discipline, rewards, and adherence to hierarchy (Ali et al., 2023). This leadership style allows subordinates the freedom to work independently, with the leader intervening primarily in problem situations (Puni et al., 2020). By defining

standards for rewards and maintaining the status quo, transactional leadership sets clear expectations for behavior and performance within the organization (Bass et al., 2003). Transactional leadership in secondary schools can be a double-edged sword, offering structure and discipline while potentially fostering perceptions of coldness and limited control. Understanding the nuances of transactional leadership is crucial for school administrators to effectively leverage its benefits in maintaining discipline and providing rewards, while also mitigating its drawbacks to ensure a positive and productive academic environment. However, there are identified complications in educational settings like stiffness or inflexibility, unmotivated, ineffective leadership, and constrained innovation (Nazim & Mahmoud, 2016; Skopak & Hadzaihmetovic, 2022; Asghar & Oino, 2017). Despite these disadvantages, leaders should have an understanding of transactional leadership. This review gives a further understanding of the dynamics of leadership in secondary schools and emphasizes the need for great strategies considering the advantages and disadvantages in secondary school settings.

Transactional leadership and participatory management are two essential leadership styles in secondary school administration. Participatory management, which has gained recognition since the 1990s, emphasizes involving teachers and stakeholders in decision-making processes (Grace et al., 2020). This approach has been found to have significant positive effects on worker motivation, satisfaction, morale, and self-esteem (Grace et al., 2020). Participatory management involves active stakeholder participation in decision-making, with administrators retaining the final decision-making authority (Grace et al., 2020). Teachers and stakeholders play a crucial role in influencing decisions related to academic policies, disciplinary actions, and overall school performance (Somech, 2010). By implementing participatory management, schools can motivate employees to achieve higher efficiency, job satisfaction, and commitment toward achieving institutional goals (Grace et al., 2020). This strategy represents a shift from traditional practices, leading to improved job performance and goal attainment (Grace et al., 2020).

In contrast, transactional leadership, characterized by a more directive approach where leaders provide rewards for desired performance, is also prevalent in school administration (Muijs & Harris, 2003). However, the limitations of charismatic leadership theories have led to a shift towards teacher leadership and collective leadership models, emphasizing collaborative work among teachers to develop expertise (Muijs & Harris, 2003). Participative decision-making in schools has been studied extensively, with research highlighting the importance of factors such as teacher personality, leader-member exchange, organizational structure, and cultural context in mediating the effects of participatory management on school and teacher outcomes (Somech, 2010). To have effective leadership dynamics in secondary schools, it is necessary to study and understand both transactional leadership and participatory management and to apply them correctly in different settings creating favorable outcomes in the overall success of the school.

3. Method

This study utilized a qualitative approach to investigate transactional leadership and participatory management styles as practiced by the secondary school heads in Tawi-Tawi. Hence, qualitative research design is a kind of research methodology that focuses on investigating and comprehending complex phenomena and interpretations that people or groups make of them (Jain, 2023). The purpose was to gather information about the teachers' and the heads of schools' perspectives on transactional leadership and participatory management which can serve as data for analysis.

The study was conducted at a public university in Tawi-Tawi, the Philippines. This university offers six educational programs: Integrated Learning School, Science High School, Secondary Education Department, College Division, Law School, and Graduate School. The present study was limited only to the context of the Secondary Education Department which consists of 19 Community High Schools built and found in the different municipalities of Tawi-Tawi. The Secondary Education Department was split into Southern, Western, Northern, and Central schools. The participants of the study were coming from the community secondary schools who were holding *plantilla* items, either permanent or probationary status, excluding contractual and contract of service teachers. In the Philippines, there are volunteer, contractual service, contractual, and regular permanent teachers. Those who hold *plantilla* items as provided by the school mean to say they are entitled to all benefits in the government. Consequently, there were ten High School Teachers (HT) and nine School Heads (SH) who were considered key informants. Hence, purposeful sampling was used, and key informants were chosen according to their capacity to offer in-depth analysis. This selection was made from both HT and SH participants whose personalities demonstrated reliability and who were initially approached with an engaging disposition, ready and willing to participate in the interview.

The instrument used was researcher-made questionnaires to obtain the responses of the participants on transactional leadership and participatory management styles practiced by the school heads in school. Questions were developed and supported with a literature review on participatory management and transactional leadership. One questionnaire was for teachers, while the other one was for school heads. Each questionnaire consisted of seven open-ended questions. Before the instrument was utilized, the researchers consulted some research experts on qualitative research to look and check for the questions' alignment with the statement of the problems, ensuring the validity of the research instrument. Table 1 and Table 2 show the

rubrics of the instrument. A dry run of the developed instrument was made with five participants from teachers and school heads in different schools to ascertain the trustworthiness of the instrument.

It can be seen in Table 1 and Table 2 that the research questions, indicators, and questions are presented. However, there are only five indicators out of seven questions. This is because by asking more questions, the researcher collected rich detailed data that was coded and categorized into themes. This comprehensive approach ensured that important information was not overlooked. On the other hand, qualitative research is often explanatory aiming to uncover new insights. Researchers asked a wide range of questions to capture all possible relevant data and perspectives. The researcher secured ethical clearance before seeking permission from the university authorities to conduct a qualitative study. After approval, on-site data collection was initiated by visiting the participants at their respective schools via a hired pump boat due to geographical separation. The researcher presented approved permits and informed consent to school heads, emphasizing confidentiality and participants' options, whether to participate or not. Fortunately, none of the identified participants refused. The conduct of semi-structured interviews was based on the free time or schedule provided by each key informant. During the interview, each question was asked in the order it was stated, which is from one to seven. All interviews took place in a vacant room or office, where the informants felt comfortable.

Table 1. The rubrics of the instrument for School Heads as Participants

Research Questions	Indicators		Questions	Item No.
1. How do secondary school heads in Tawi-Tawi practice transactional leadership? 2. In what ways do secondary school heads in Tawi-Tawi implement participatory management styles?	1.	Qualities of a good leader	Do you encourage your teachers to set goals and objectives for the schools? Why or why not?	3
			Would you rather change plans for the sake of long-term benefits or would you stick to a previously tested approach to ensure success?	5
	2.	School heads' courses of action to teachers' mistakes	How do you deal with teachers who are tardy, and who seem to overstep their boundaries?	1
			How do you supervise your teachers and tell them about their mistakes?	7
	3.	Efficiency of school heads' leadership style	When there is a foreboding problem, how do you deal with it?	4
	4.	Teachers' involvement in the decision-making process	What would you do if your teacher suggested a much better idea when you already have finished a proposal or a feasibility plan?	6
	5.	Teachers' reward for good performance	How do you deal with teachers who work well?	

Table 2. The rubrics of the instrument for Teachers as Participants

Research Questions	Indicators		Questions	Item No.
1. How do secondary school heads in Tawi-Tawi practice transactional leadership? 2. In what ways do secondary school heads in Tawi-Tawi implement participatory management styles?	1.	Qualities of a good leader	What are the best qualities of your School Head? What are his/her other qualities?	1
	2.	School heads' courses of action to teachers' mistakes	Can you relate a story of how effectively a School Head deal with your mistake and encourage you to be a better teacher?	2
			Can you relate a story where you feel that your School Head has gone overboard about a certain mistake? What was its impact on you?	6
	3.	Efficiency of school heads' leadership style	Do you think the leadership style of your School Head is efficient? If you were given the chance to be in her shoes, would you do just like her? Or do you have another idea?	3
	4.	Teachers' involvement in the decision-making process	How often are you involved in decision-making?	4
			Were your opinions ever followed for a certain project?	5
	5.	Teachers' reward for good performance	How does your School Head reward you for a job well done?	7

The responses from the informants were recorded using a cellphone voice recorder. The results were transcribed, coded, and subjected to a thematic analysis. The categorization and grouping of the informants' responses produced the emerging themes, which combined several responses into cohesive themes. The

responses from the participants were categorized according to themes patterned from the literature. Analysis of themes is regarded as the fundamental method for analyzing qualitative data.

4. Results and Discussion
Data from the interview or the qualitative part of the study were collated and analyzed based on at least five themes taken from the literature and questionnaire, to wit: qualities of a good leader, school head's courses of action to teachers' mistakes, the efficiency of school head's leadership style, teachers' involvement in the decision-making process, and teachers' rewards for a good performance. Sub-themes that characterized the major themes of the school heads' practice of transactional leadership were also discovered as discussed in the succeeding paragraphs.

4.1. How do secondary school heads in Tawi-Tawi practice transactional leadership?
4.1.1. Qualities of a good leader
There were different transactional leadership practices of secondary school heads in Tawi-Tawi which were identified and affirmed by the participants during the interview, which are stated hereunder.

ST1   : "She is punctual and very strict in teaching and learning activities."
ST5   : "The other qualities of our school head include actively being collaborative and being resourceful to improve school performance."
ST8   : "Our school head is very strict and punctual, especially when it comes to work; that's why he constantly monitors the attendance and service delivery of everyone in the school. His main focus is actually on quality work and quality education...."

The key finding is that secondary school heads in Tawi-Tawi exhibit qualities of transactional leadership by being punctual, strict, collaborative, resourceful, and focused on quality work and education, as highlighted by their active monitoring of attendance and service delivery to improve school performance. The important characteristics of transactional leadership are evident in school heads, such as consideration, approachability, timeliness, and understanding (Dixon et al., 2014; Eboigbe, 2022; Jackson, 2023). Qualities such as inventiveness, teamwork, and visionary leadership were ranked most importantly, consistent with the demands made by educational theorists. This study also revealed that strictness has a positive perspective on teachers' attendance and punctuality, conforming to Maslow's Theory X. This interprets that school heads' transactional leadership approach promotes the administration's efficiency and teamwork.

4.1.2. School heads' courses of action to teachers' mistakes
Tawi-Tawi secondary school heads demonstrate transactional leadership by acting quickly to correct teachers' errors. This affirmation was supported by the statements of the teacher-participants during the interview, which are enumerated as follows:

HT3   : "Our school head always reminds us that we are teachers and we should know our roles and responsibilities if she noticed we made mistakes."
HT4   : "I remember when I committed a mistake, our school head immediately called my attention to report to the principal's office, there, we talked heart to heart. Afterward, when things or issues were already fixed, then she reminded me to always be a good teacher."
HT8   : "Actually, our school head has a unique style in handling teachers who commit mistakes. When a certain teacher makes a mistake, he then immediately scolds him/her to show his disagreement or disappointment. However, this is not publicly uttered but in a private place where no one can hear except him and the concerned teacher. Before the meeting is adjourned, an admonition is given to that teacher to not do it again because it is not good."

However, most of the school heads supervise and observe their teachers' attendance and performance through log books, room-to-room observations, and third-party evaluation especially requiring students to evaluate their teachers' performance. Below were the statements of school heads, when they were interviewed about how they supervise their teachers and tell them about their mistakes, wit:

SH1   : "I am conducting a classroom observation twice a year and take note of some of my observations, which I will use as a basis for giving feedback to teachers to enhance their performance in school."
SH8   : "I observe teachers' performance by roaming around from one classroom to another classroom, monitoring teachers' attendance and ensuring no class disruption will happen. Regarding the teachers' teaching performance, it is evaluated based on students' quarterly and written examinations. We also have the evaluation form where the students personally rate the performance of their teachers. After consolidating all reports, I found out that certain teachers exhibit problematic behaviors or require technical assistance for enhancement, that's when I called their attention to the office to discuss their problems and how to solve them. I believe this technique is effective because giving feedback to teachers is just like reminding them of

what they may have forgotten, the professionalism and code of ethics. Anyway, this is for their good and the sake of the students and the school in general."

SH9 : "Every morning, I walk from one classroom to another classroom to make notes. I tend to have supervisory notes as my blueprint for giving feedback, I think this has served me well and I find it very effective. Informing teachers that they are very good is a form of reward."

Transactional leadership is evident in the administrators' approach through correcting the mistakes of teachers immediately and giving a clear understanding of their tasks and responsibilities. The secondary school heads in Tawi-Tawi demonstrate transactional leadership by promptly correcting teachers' errors, closely monitoring attendance and performance through observations and evaluations, and providing immediate and private feedback to ensure teachers understand their roles and responsibilities and improve their conduct and performance. Administrators utilize classroom observations and assessments, and teachers' performance evaluations to recognize their desired conduct and performance. This methodological approach is within the principle of transactional leadership (Bass & Riggio, 2006; Prestiadi et al., 2020).

4.1.3. Efficiency of school heads' leadership style
Secondary school heads in Tawi-Tawi perceive transactional leadership as efficient as it promotes and enhances teachers' and students' performances, punctuality, and productivity. The skills and ability of a leader arise when there are problems encountered and these challenges are solved immediately by conducting faculty meetings which give the leader direction in solving the problems. Below are the statements made by the teacher participants during the interview, to wit:

HT2 : "Our school head now and then would express even small details about a project. She would worry about the project not going as expected and calls a meeting each time she is not contented....."

HT4 : "The leadership style of our school head is very good. I would say efficient. She also wants everything done on time and has concerns about school activities, especially checking on teachers' and students' performances whenever she foresees there is a problem existing with teachers' attitude toward punctuality, then she immediately calls upon the attention of that particular teacher to discuss and address it...."

HT5 : "He is a very efficient leader; time conscious in doing school work and activities. His concern is about the development of the school and to achieve this, therefore he demands us, the teachers to be punctual in any school activity, especially on the submission of the school reports...."

The finding is that secondary school heads in Tawi-Tawi perceive transactional leadership as efficient in promoting and enhancing teachers' and students' performances, punctuality, and productivity. This leadership style is characterized by effectiveness, proactivity, dedication to school progress, and the ability to address and solve problems promptly through faculty meetings and immediate attention to issues. These positive feedbacks claim that this leadership approach is popular in Tawi-Tawi's educational setting. This leadership style describes efficient administration and manifests teamwork and cooperation to achieve organizational goals (Muruga, 2013; Dargantes, 2020; Stamatis & Gkoutziamanis, 2020).

4.1.4. Teachers' involvement in the decision-making process
Tawi-Tawi secondary school heads possessed a transactional leadership style by involving teachers in school planning and other activities, but they were never part of decision-making especially when it came to financial matters. In addition, they also stated that their ideas and suggestions were not always followed by the school heads, as they, the superiors themselves made the final decisions.

HT3 : "Yes, sometimes. Our principal involves us in decision-making, but our ideas will never be heard; he already has the idea of what to do and how to do certain things for organizational success. "

HT4 : "It is only sometimes that we, the teachers are involved in the decision-making. I think when there is a school activity like graduation or founding anniversary, he listens sometimes to our suggestions and recommendations. After that, the final decision is with him especially when money matters are discussed I have to agree with his suggestions to show respect and to avoid gaps and misunderstanding. Anyway, the motive of our school principal is focused on success to prevent failure."

HT5 : "Sometimes, I am involved in decision-making, particularly in school activities. However, the final decision always rests with our school head; whatever he wants always prevails because of his determination and commitment towards achieving success."

HT7 : "She will listen to my ideas when we have meetings. She will consolidate opinions and suggestions from my colleagues on what to do and how to do things for the benefit of everyone in the organization. However, it is only sometimes, not all the time. She wants to prevent failure as much as possible."

The statements reveal a common thread of regular involvement of teachers in the decision-making process, yet the school heads have control of the final decisions, especially about financial matters, and this situation may sometimes make teachers feel frustrated. Despite that, teachers agree and show no condemnation of whatever decisions the administrator has made. The finding is that while secondary school heads in Tawi-Tawi involve teachers in school planning and activities, the final decisions, particularly regarding financial matters, are made by the school heads themselves. Teachers' ideas and suggestions are considered but not always followed, leading to a perception that the ultimate control rests with the administrators, which can sometimes cause frustration among teachers. In line with this, transactional leadership therefore gives the idea that team members must agree and obey their leader's decision. These leaders are deliberate to negotiate and to use current procedures to achieve organizational goals and objectives. When solving problems, they tend to think of conventional and traditional ways of coming up with ideas (Odumeru & Ogbonna, 2013; Pak et al., 2020).

4.1.5. Teachers' reward for good performance

Tawi-Tawi high school heads primarily use transactional leadership by verbally praising and recognizing teachers for their accomplishments. The teachers who were interviewed said that when they accomplished well throughout the school year, they were congratulated, thanked, and occasionally given material awards like plaques or certificates. This is consistent with the transactional leadership approach, which emphasizes incentives and acknowledgment for deserving work. Hence, the following are the responses of the teacher informants during the interview, as such:

HT2 : "She verbally congratulates a teacher who does a great job and at the end of the school she gives a plaque of appreciation or certification."

HT3 : "Our school head appreciates me especially when I accomplished a great achievement which brings pride and honors to the school by saying, you made it! that's a great job and congratulations!"

HT4 : "When I did a great job, she publicly uttered, wow! Congrats!"

HT5 : "Every time I do a great achievement to the school, he appreciates it and congratulates me. He rewards me with tokens and sometimes by giving me a certificate at the end of the school year."

HT6 : "He verbally congratulates me or sends me a congratulatory message through text or messenger."

HT7 : "When I accomplished a great job, she of course acknowledges it by congratulating me and sometimes she hugs me tightly and says, you're the best Kah,(an expression of showing respect to someone who is elderly either male or female) then at the end of the school year, a certificate or plaque of appreciation is given to me as my reward."

HT8 : "Of course, our school head rewards us for our job, when it has done well. Usually in the form of verbal affirmation like saying "Good job! "and "Congratulations or in some cases showing the thumbs up signal."

The findings show that teachers unanimously agreed with experiencing verbal affirmations, praises, and recognitions from school administrators and they distinguished this approach as transactional leadership. This approach of providing incentives and acknowledgment for deserving work enhances teachers' performance and fosters a positive work environment. This strategy of transactional leadership improves teachers' performance and maintains a happy workplace where good performance is recognized and valued (Nazim & Mahmoud, 2016; Skopak & Hadzaihmetovic, 2022; Asghar & Oino, 2017).

4.2. In what ways do secondary school heads in Tawi-Tawi implement participatory management styles?
4.2.1. Qualities of a good leader

The results revealed that Tawi-Tawi secondary school heads apply different practices and qualities of participatory management. These administrators are described as visionary having collaborating skills that promote active participation in decision-making. The participants shared their points of view emphasizing the importance of collaboration and resourceful leadership qualities. For example, the participants mentioned:

HT2 : "… can establish and share a vision for the academic success of the school. He is also promoting cooperation and collaboration among teachers, staff, students, and other stakeholders."

HT3 : "Her other qualities are humble, resourceful, approachable, collaborative, and considerate."

HT4 : "She is a visionary leader, collaborative, punctual, resourceful, lenient, thoughtful on time of submitting school reports, also being considerate and flexible."

HT5 : "Her other qualities are collaborative, creative and resourceful, understanding, and sometimes a visionary leader in the sense of making the vision for the school successful."

HT6 : "Her best qualities are being considerate, resourceful, and collaborative. Other qualities such as; punctuality, understanding, approachable, kind, and accommodating."

HT8 : "His other qualities include being collaborative in action and resourceful in finding ways and means to improve the school's performance."

The finding is that Tawi-Tawi secondary school heads exhibit qualities of participatory management by being visionary, collaborative, resourceful, and adaptable. These leaders promote active participation in decision-making, which fosters cooperation among teachers, staff, students, and other stakeholders, ultimately leading to positive outcomes such as increased employee satisfaction, motivation, morale, and self-esteem. Direct and active participation in decision-making and the implementation of projects, programs, and plans creates a positive impact on employee satisfaction, motivation, morale, and self-esteem (San Antonio, 2008; Ali & Anwar, 2021). Moreover, most administrators are adaptable and respond positively to the ever-changing landscape of education. This trait, adaptability, promotes cooperation and collaboration among educators adhering to the principles of participatory management. Overall, the study demonstrated how Tawi-Tawi secondary school heads practiced participatory management styles through collective decision-making, visionary leadership, and adaptability.

4.2.2. School head's courses of action to teachers' mistakes

Heads in Tawi-Tawi demonstrate participatory management styles using addressing the problems constructively and privately. The teacher participants' responses indicated that the school heads should place more emphasis on guidance, feedback, and communication than on harsh punishment right away. Below are their statements from the interview:

HT3 : "Our school head always keeps on reminding us that we are teachers and we should know our roles and responsibilities."

HT4 : "I remember when I committed a mistake, our school head immediately called my attention to report to the principal's office, therein we talked heart to heart afterward, when things or issues had already been fixed, then she reminded me to be always a good teacher."

HT8 : "Actually, our school head has a unique style in handling teachers who commit mistakes, at the time a certain teacher makes a mistake, he then immediately scolds him/her to show his disagreement or disappointment, but of course not publicly uttered instead in a private place, where no one can hear except he and the concerned teacher, before the meeting is adjourned an admonition is given to that teacher to do it not again because it is not good ."

The finding shows that heads in Tawi-Tawi demonstrate participatory management styles by addressing teachers' mistakes constructively and privately, emphasizing guidance, feedback, and communication over harsh punishment. Their approach to handling mistakes through private discussions fosters cooperation, open communication, and continuous development, aligning with the principles of participative management that promote trust, professionalism, and inclusivity within the organization. This strategy is consistent with participative management which fosters an inclusive and positive organizational culture by involving every member in decision-making (Olorunsola & Olayemi, 2011; Panicker & Sharma, 2020); Roberson, & Perry, 2022).

4.2.3. Efficiency of school head's leadership style

School heads in Tawi-Tawi demonstrate participatory management styles which place a strong emphasis on open communication and problem-solving, decision-making participation, and positive impact on school improvement. The results of the teachers' interview revealed that participatory management in school is strongly viewed favorably. The school heads' leadership style is appreciated by the teachers who described it as effective and participatory. These claims were supported by the statements made by teacher-participants during the interview, which are stated hereunder:

HT2 : "…This leadership style is well appreciated and it is this style that endears her to us. We consider it an effective and efficient style. We feel she never stops trying to improve the school."

HT4 : "… and I support the technique she used in handling the problematic teachers, on my part I feel happy being checked as human beings we are imperfect by nature."

HT5 : "…out of his concern regarding the improvement of the school he is undertaking, teachers are always part of it."

The finding suggests a positive effect on teachers' perception of the leadership of school heads which participatory management is practiced by open communication, active involvement in decision-making, and emphasized school improvement. When teachers actively participate in decision-making, a cooperative and motivating learning environment is fostered in schools. Participatory management encourages teachers' involvement in decision-making to promote cohesiveness in the organization and to achieve goals during challenging times (Muraga 2013; Dargantes, 2020; Stamatis & Gkoutziamanis, 2020). These findings are consistent with the literature in this regard.

4.2.4. Teachers' involvement in the decision-making process

The findings of the analysis suggest that Tawi-Tawi secondary school heads implement a participatory management style by involving teachers in planning and they are willing to listen and even accept the ideas of their teachers, as long as it will result in the betterment and success of the school. The following were school heads' statements during the interview, to wit:

SH1 : "Perhaps, I am going to add to my plan the sound suggestions made by the teachers to come up with a better proposal."

SH2 : "Well, I will just change my decision. Besides, the purpose is to maintain the quality and success of everyone in the school."

SH3 : "I go with their suggestion, the majority decision."

SH7 : "If the suggestion is better than my plan, then I will change mine. If not, I will still stick to my plan."

The above statements demonstrate situations of participatory management in which the school head acknowledges and considers teachers' recommendations and suggestions in decision-making to create better plans. The key finding shows that Tawi-Tawi secondary school heads implement participatory management by involving teachers in decision-making processes and being willing to consider and accept their ideas and suggestions if they contribute to the betterment and success of the school. School heads demonstrate a willingness to change their decisions based on the input of teachers, emphasizing openness and respect for diverse opinions in decision-making. In theory, the participatory approach entails not only simply asking for feedback but also actively incorporating different views into decision-making. The willingness of school heads to consider teachers' ideas and opinions adheres to participatory management principles characterized by openness and respect for diverse opinions for which individuals are viewed as the primary decision makers (Muraga 2013; Dargantes, 2020; Stamatis & Gkoutziamanis, 2020). Additionally, one way of effective implementation of participatory management is by placing more weight on teachers' opinions especially when their ideas and opinions could be highly important to the school's success.

4.2.5. Teacher's Reward for Good Performance

Tawi-Tawi secondary heads employ participatory management by praising and rewarding teachers for their accomplishments. Participatory management styles are evident in their practices which emphasize consistency. The administrators show their appreciation for the teachers by praising them, recognizing them, and even threatening to recommend them for promotion, as SH1, SH2, SH3, SH6, and SH9 had all mentioned;

SH1 : "I appreciate the teachers by always applying the theory of Ivan Pavlov, appreciate their achievements, and give them rewards, like compliments, recognition, and compensation."

SH2 : "Of course for performing teachers, whenever there is an open promotion for teachers I will recommend them for promotion as a reward for their hard work so that they will be inspired and they will be emulated also by other teachers)."

SH3 : "Teachers who work well will be given a plaque of appreciation at the end of the school year or during Recognition Day to inspire others to do their work well also."

SH6 : "Regarding teachers who work well, of course, I give them recognition, and compliments by saying, congratulations for a good job!"

SH9 : "In any profession, employees with good performance are given incentive or reward even in the forms of smile, gentle words, thumbs up or by saying congratulations and I think that's enough to acknowledge teachers who did their job very well."

On the same note, some teacher participants similarly stated, to wit:

HT2 : "She verbally congratulates a teacher who does a great job and at the end of the school she gives a plaque of appreciation or certification."

HT3 : "Our school head appreciates me especially when I accomplished a great achievement which brings pride and honors to the school by saying, you made it! that's a great job and congratulations!"

HT4 : "When I did a great job, she publicly uttered, wow! Congrats!"

HT5 : "Every time I do a great achievement to the school, he appreciates it and congratulates me. He rewards me with tokens and sometimes by giving me a certificate at the end of the school year."

HT6 : "He verbally congratulates me or sends me a congratulatory message through text or messenger."

HT7 : "When I accomplished a great job, she of course acknowledges it by congratulating me and sometimes she hugs me tightly and says, you're the best Kah,(an expression of showing respect to someone who is elderly either male or female) then at the end of the school year, a certificate or plaque of appreciation is given to me as my reward."

HT8 : "Of course, our school head rewards us for our job, when it has done well. Usually in the form of verbal affirmation like saying "Good job! "and "Congratulations or in some cases showing the thumbs up signal."

HT10 : "He praises me and gives me an award or reward."

The finding shows that Tawi-Tawi secondary school heads employ participatory management by praising and rewarding teachers for their accomplishments, which fosters a sense of pride, motivation, and value among teachers. Administrators use various methods such as verbal recognition, compliments, certificates, and

recommendations for promotion to acknowledge teachers' contributions and motivate them to perform better. This approach aligns with participatory management principles, emphasizing the importance of recognizing and involving employees in decision-making to create a positive work environment and boost productivity. Generally, words of affirmation satisfy and motivate subordinates to perform better; this conforms to the presumptions of educational theorists (Sudarjat, 2015; Renata et al., 2018). Acknowledgment and appreciation of teachers' efforts create a sense of pride and value and motivate teachers to work productively. As stated in their answers, administrators use participatory management to make them feel important by giving recognition and recommendations for growth and advancement. This method emphasizes commending teachers' contributions and involving them in decision-making. Likewise, the school heads' practice of praising teachers and giving recommendations for promotion is consistent with participatory management principles. This method creates teachers' sense of accomplishment in their work and performance and improves the work environment where they feel motivated and valued. Moreover, participatory management, instills a sense of pride and inspiration, and a sense of ownership in the organization to boost productivity to achieve their goals (Muruga, 2013; Nurtjahjani et al., 2020).

4.3. Research Implications

The findings of the school leadership study in Tawi-Tawi represent unique insights that warrant consideration for potential generalization to broader contexts. The insights gained from the practices of secondary school heads and the effectiveness of participatory management and transactional leadership styles in Tawi-Tawi are important for broader educational research. Local aspects such as culture and social dynamics in Tawi-Tawi may constrain the study's generalizability in shaping leadership styles and school administrator practices. On a broader scope, factors such as government policies, funding, and curriculum can significantly influence leadership approaches. Additionally, organizational structures and school governance may vary, thereby impacting decision-making processes and leadership implementation. Furthermore, the characteristics and experiences of teachers, as well as socioeconomic contexts, also play a significant role in shaping responses to leadership styles. There are several key findings from this study that may potentially be generalized to various regions. The involvement of school heads in Tawi-Tawi in engaging teachers in the planning and decision-making process is a practice that can be applied across different areas. Empowering teachers in decision-making enhances their sense of ownership and involvement in achieving school goals. Providing recognition and acknowledgment for teacher performance is a strategy to boost teacher motivation and foster a positive work environment. It is noteworthy that the participatory management approach, by considering and accepting ideas from teachers, has become a relevant practice in organizational management contexts. Collaboration and open communication between leaders and staff can enhance organizational effectiveness and strengthen work relationships, including by implementing practices of providing positive feedback to teachers for their performance.

5. Conclusion

This study has discovered important insights into both leadership approaches, the transactional and participatory management, of Tawi-Tawi secondary school administrators. School heads are observed to have important traits such as consideration, approachability, and punctuality as regards transactional leadership. The systematic process of dealing with teachers' mistakes in private conversation is consistent with transactional theory which promotes order and structure. On the other hand, visionary leadership, collaborative decision-making, and adaptability are all signs of participatory management. Moreover, teachers' involvement in decision-making is limited in particular aspects. To promote a supportive and engaging work environment, school heads emphasize open communication, participation in decision-making, and acknowledging teachers' accomplishments. The study highlights the value of a well-rounded leadership approach that combines inclusive participation and transactional efficiency. The ramifications imply that Tawi-Tawi school heads would profit from combining these strategies, adapting their leadership philosophies to various contexts, and eventually creating a supportive and dynamic learning environment.

6. References

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