

# Phronetic Leadership of Public Elementary School Principals in one Division of Negros Occidental, Philippines

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**Abstract** –This research investigation focused on determining the phronetic leadership of the public elementary school principals of the Division of Cadiz City for School Year 2018-2019. Mixed method of research was used in this study where the combinations of both quantitative and qualitative methods were employed. Validated researcher-made questionnaire and open-ended questions were utilized to gather the data. The respondents of the study were the 50 public elementary school principals, 7 district supervisors, and 269 teachers. Frequency, percentage, mean, z-test, and analysis of variance were the statistical tools used in the study. On the other hand, a thematic approach was used to gather data on the qualitative questionnaire. Results of the study showed that the phronetic leadership of the school principals as assessed by themselves, supervisors, and teachers is very high. Further, the identified ways and practices of the school leaders based on the responses in the qualitative questionnaire reflect most of the qualities of a phronetic leader. However, significant differences on the assessment of the principals, supervisors, and teachers were noted particularly on their abilities to communicate the essence and foster practical wisdom. It is recommended in the study that a phronetic leadership training program amongst school principals may be given to further improve their characteristics as phronetic leaders.

**Keywords** –Phronetic leadership, practical wisdom

## INTRODUCTION

The success of any educational institution greatly depends on the kind of leadership that the principals have. When the schools have effective principals they are far more likely to be effective and to positively impact student achievement [1]. However, in performing their duties and responsibilities as school leaders, they are heavily bombarded with issues as regards in their personal and professional characteristics and the kind of leadership they possess. The leadership of principals may vary according to the kind of person they are and the kind of teachers and environment they have. But in the ensuing decades and as a result of advancing technology, financial pressures, social and political forces, global competition, and an ever evolving economic and ethical climate, educational leaders in both private and public services are facing a high degree of complexity in their environment. Plunged with deceit, fraud, and greed, organizations are fed up with the dearth of ethics and values where the ability of some leaders to use practical wisdom and to lead wisely has nearly become extinct [2]. Hence, organizations today have

become even more complex and challenging than ever before so there is a need for a different kind of leadership. Thus, there is a need for wise leadership which exemplifies morality and humanity towards others [3]. Leaders who maintain and make ethically sound decisions because they have a strong foundation in exercising practical wisdom are known as phronetic leaders. The concept of the practical wisdom came from the idea of 'Phronesis', one of the three forms of knowledge identified by Aristotle [2]. In educational setting, phronesis is described as a moral form of knowledge when principals' reflections on new knowledge resulted in changes in points of view or beliefs.

It is then in this light that motivates the researcher in determining the nature of phronetic leadership demonstrated by the public elementary school principals of the Division of Cadiz City as perceived by themselves, teachers, and district supervisors, and be able to provide necessary intervention in order to establish a group of wise and morally excellent leaders who are the key to building a successful educational organization.

## OBJECTIVES OF THE STUDY

The main purpose of the study is to determine the phronetic leadership of public elementary school principals of the Division of Cadiz City for the School Year 2018-2019. Specifically, this study seeks to determine of the school principals in terms of designation, work place, work experience as a school administrator, number of teachers supervised, and educational qualification; to determine the extent of phronetic leadership demonstrated by school principals as assessed by themselves, district supervisors, and teachers in terms of their ability to judge goodness, ability to grasp the essence, ability to create shared context, ability to communicate the essence, ability to exercise political power, and ability to foster practical wisdom in others; to determine the extent of phronetic leadership of school principals as assessed by themselves, district supervisors, and teachers when dimensions are taken individually and altogether and when school principals are grouped according to selected variables; to test significant difference among the assessment on phronetic leadership of the school principals as assessed by themselves, district supervisor, and teachers; to identify ways and practices of the school principals reflective of a phronetic leader; and to seek for possible intervention that may be provided to enhance the phronetic leadership of the school leaders.

## METHODOLOGY

The researcher utilized the mixed methods of research. It is an approach to inquiry that combines both qualitative and quantitative forms of research. The survey questionnaire was used to determine principals' phronetic leadership abilities. On the other hand, the qualitative data were obtained through the open-ended questions. Participants' responses were analyzed according to the research questions and recurring themes. The respondents of the study were the 50 public elementary school principals, seven (7) district supervisors, and 269 teachers. Total enumeration was used for the school principals and district supervisors while the 269 teachers were determined from the more than 800 teachers using stratified random sampling using Slovin's formula. Fishbowl technique was used by the researcher to determine the teacher-respondents for every school. The school principals answered both the quantitative and qualitative questionnaires. The teacher-respondents and the seven public schools district supervisors answered only the quantitative

questionnaire to assess the phronetic leadership abilities of their respective school principals.

The first part of the survey questionnaire intended for the teachers and district supervisors is for the respondents' personal information. The second part of the survey questionnaire, gathers the level of extent of the six phronetic leadership abilities of the school principals as assessed by themselves, teachers, and district supervisors. The last part of the questionnaire which is intended only for the school principals deals with the qualitative aspects of the study. Some of the items included in the researcher-made questionnaire to determine the extent of phronetic leadership skills of the school principals were taken from the study of Nonaka and Takeuchi 2011 as cited by Brands [4] while the other items were made and modified by the researcher. Each of the questions provided in the questionnaire has five options for the respondents to choose. The options range from the very high extent as the highest to very low extent being the lowest. The researcher adopted the Critical Values for Lawshe's Content Validity Ratio (CVR). The CVR (content validity ratio) proposed by Lawshe (1975) is a linear transformation of a proportional level of agreement on how many "experts" within a panel rate an item "essential" calculated in  $CVR = n_e - (N/2) / N/2$ . The result indicated that 18 of the 50 items have the CVR of 0.80 while 32 have the CVR of 1.00. This means that experts were in agreement that the items are essential and are able to measure what the researcher intended to measure. In the conduct of the reliability, Cronbach Alpha was used. The research was highly reliable having gained 0.93 computed alpha. The researcher personally administered and distributed the questionnaires to the respondents in order to ensure a 100% immediate retrieval and at the same time answered questions on the extent of phronetic leadership amongst school principals in the Division of Cadiz City. The quantitative responses were computed using the SPSS (Statistical Package for Social Sciences). The data were analysed, tabulated, and interpreted according to the specific problems set forth in this investigation. Thematic analysis in order to answer the specific questions in this investigation parallel with the quantitative questions was used to interpret responses in the open-ended questions. Frequency, mean, and z-test for independent means were the statistical tools used in this study. The researcher made use of the thematic approach to determine the phronetic leadership ways and practices

of the school principals based on their responses in the qualitative questionnaire.

**RESULTS AND DISCUSSION**

**Table 1. Profile of the Respondents**

Variables	Frequency	Percentage
<i>Designation</i>		
Principal	34	68.0
Head Teacher	8	16.0
Teacher-In-Charge	8	16.0
<i>Educational Qualifications</i>		
Bachelor’s Degree	6	12.0
With M.A Units	13	26.0
Master’s Degree	22	44.0
Ed.D./Ph.D. degree/units	9	18.0
<i>Work Place</i>		
Central	7	16.0
Non-central	42	84.0
<i>Work Experience</i>		
1 - 4 years	22	44.0
5 - 10 years	9	18.0
11 years or more	19	38.0
<i>Total</i>	50	100.0
<i>Number of Teachers Supervised</i>		
3 - 7 teachers	12	24.0
8 - 15 teachers	17	34.0
16 teachers or more	21	42.0
<i>Total</i>	50	100.0

Table 2 discloses that the extent of phronetic leadership demonstrated by public elementary school principals as perceived by themselves, teachers, and district supervisors in terms of the phronetic leadership dimensions when grouped individually and as a whole is very high. This is affirmed by the obtained mean scores of 4.33 with 0.40 standard deviation by the principals, 4.26 with 0.42 standard deviation perceived by the teachers, and 4.44 with 0.61 standard deviation as assessed by the district supervisors. The table also shows that when each areas or dimensions of phronetic leadership were considered, the same result was obtained. However, when obtained mean scores were analysed, school principals perceived their phronetic leadership higher or better than their respective teachers. Differences in the responses of school principals and their teachers can be taken to mean that school principals can perceive better than their teachers because they themselves are doing such. Besides it has been established that when self-evaluation is conducted, the self always rate themselves the highest possible especially when this is a requirement for promotion. The same result has been provided in the study of Sullesta (2004) and Paez (2003) as cited by Yorac [5] from which school principals and teachers were used

as respondents of the study. The two studies mentioned reflected that school principals evaluated themselves higher than their respective teachers.

**Table 2. Extent of Phronetic Leadership Demonstrated by Public Elementary School Principals**

Dimensions	Respondents	Mean	SD	Interpretation
Ability to judge goodness	Principals	4.39	0.46	Very High
	Teachers	4.28	0.39	Very High
	Supervisors	4.26	0.42	Very High
Ability to grasp the essence	Principals	4.25	0.40	Very High
	Teachers	4.18	0.44	High
Ability to create shared context	Principals	4.27	0.43	Very High
	Supervisors	4.37	0.51	Very High
Ability to communicate the essence	Teachers	4.31	0.48	Very High
	Supervisors	4.50	0.71	Very High
Ability to exercise political power	Principals	4.22	0.54	Very High
	Teachers	4.22	0.46	Very High
Ability to foster practical wisdom in others	Supervisors	4.46	0.57	Very High
	Principals	4.32	0.45	Very High
As a Whole	Teachers	4.28	0.44	Very High
	Supervisors	4.45	0.66	Very High
	Principals	4.43	0.44	Very High
As a Whole	Teachers	4.31	0.44	VeryHigh
	Supervisors	4.58	0.65	VeryHigh
	Principals	4.33	0.40	VeryHigh
As a Whole	Teachers	4.26	0.42	VeryHigh
	Supervisors	4.44	0.61	Very High

Table 3 shows extent of phronetic leadership demonstrated by public elementary school principals when grouped according to designation. This is supported by the obtained mean scores from 4.04 0.24 to 0.81 except on the bracket of head teachers where the assessed extent of the phronetic leadership of the school principal and teachers were high with the same obtained mean scores of 4.04 and standard deviations of 0.28 and 0.65 respectively. Therefore, these findings only affirm that regardless of designation held by the school administrators whether they are full-fledged principal, head teacher, or teacher-in-charge, they have the sense of a phronetic leader.

Table 4 shows the extent of phronetic leadership of the school principals when they are grouped according to their educational qualifications. It is believed that the educational attainment or qualification of the school principal can also influence their way of leading their people and the entire organization.

**Table 3. Extent of Phronetic Leadership Demonstrated by Public Elementary School Principals when Grouped According to Designation**

Dimensions	Respondents	Principals			Head teachers			Teacher-In-Charge		
		Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
Ability to judge goodness	Principals	4.33	0.48	Very High	4.38	0.40	Very High	4.67	0.38	Very High
	Teachers	4.33	0.33	Very High	3.95	0.60	High	4.40	0.20	Very High
	Supervisors	4.32	0.38	Very High	4.04	0.65	High	4.24	0.24	Very High
Ability to grasp the essence	Principals	4.27	0.38	Very High	4.04	0.36	High	4.38	0.49	Very High
	Teachers	4.25	0.40	Very High	3.93	0.65	High	4.14	0.26	Very High
	Supervisors	4.33	0.39	Very High	4.07	0.67	High	4.23	0.27	Very High
Ability to create shared context	Principals	4.41	0.47	Very High	4.03	0.55	High	4.52	0.56	Very High
	Teachers	4.35	0.44	Very High	4.14	0.71	High	4.29	0.38	Very High
	Supervisors	4.49	0.73	Very High	4.48	0.39	Very High	4.53	0.91	Very High
Ability to communicate the essence	Principals	4.29	0.51	Very High	3.78	0.38	High	4.36	0.64	Very High
	Teachers	4.27	0.43	Very High	4.07	0.68	High	4.14	0.29	Very High
	Supervisors	4.46	0.56	Very High	4.30	0.53	Very High	4.61	0.66	Very High
Ability to exercise political power	Principals	4.39	0.40	Very High	3.95	0.31	High	4.38	0.61	Very High
	Teachers	4.33	0.40	Very High	4.09	0.68	High	4.22	0.32	Very High
	Supervisors	4.45	0.67	Very High	4.38	0.36	Very High	4.52	0.91	Very High
Ability to foster practical wisdom in others	Principals	4.52	0.41	Very High	4.04	0.21	High	4.44	0.56	Very High
	Teachers	4.37	0.38	Very High	4.07	0.67	High	4.26	0.37	Very High
	Supervisors	4.56	0.66	Very High	4.65	0.41	Very High	4.58	0.85	Very High
As a Whole	Principals	4.37	0.37	Very High	4.04	0.28	High	4.45	0.49	Very High
	Teachers	4.32	0.38	Very High	4.04	0.65	High	4.24	0.24	Very High
	Supervisors	4.45	0.62	Very High	4.34	0.37	Very High	4.53	0.81	Very High

**Table 4. Extent of Phronetic Leadership Demonstrated by Public Elementary School Principals when Grouped According to Educational Qualifications**

Dimensions	Respondent Groups	Bachelor's Degree			With M.A units			With M.A			With Ph.D		
		Mean	SD	VI	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
Ability to judge goodness	Principals	3.39	0.47	Very High	4.53	0.38	Very High	4.31	0.50	Very High	4.50	0.52	Very High
	Teachers	4.34	0.18	Very High	4.26	0.47	Very High	4.32	0.39	Very High	4.11	0.35	High
	Supervisors	4.35	0.17	Very High	4.20	0.51	High	4.30	0.44	Very High	4.12	0.26	High
Ability to grasp the essence	Principals	4.17	0.37	High	4.19	0.45	High	4.31	0.40	Very High	4.18	0.38	High
	Teachers	4.38	0.23	Very High	4.06	0.52	High	4.22	0.44	Very High	3.96	0.30	High
	Supervisors	4.35	0.18	Very High	4.21	0.52	Very High	4.30	0.46	Very High	4.16	0.26	High
Ability to create shared context	Principals	4.33	0.46	Very High	4.32	0.58	Very High	4.43	0.49	Very High	4.16	0.59	High
	Teachers	4.42	0.15	Very High	4.26	0.61	Very High	4.32	0.50	Very High	4.19	0.11	High
	Supervisors	4.31	0.80	Very High	4.63	0.42	Very High	4.52	0.73	Very High	4.13	1.21	High
Ability to communicate the essence	Principals	4.08	0.49	High	4.13	0.60	High	4.31	0.54	Very High	4.13	0.57	High
	Teachers	4.32	0.19	Very High	4.16	0.56	High	4.24	0.48	Very High	4.08	0.24	High
	Supervisors	4.50	0.44	Very High	4.58	0.49	Very High	4.42	0.60	Very High	4.28	0.86	Very High
Ability to exercise political power	Principals	4.17	0.42	High	4.24	0.47	Very High	4.43	0.41	Very High	4.06	0.58	High
	Teachers	4.35	0.23	Very High	4.18	0.51	High	4.31	0.37	Very High	4.21	0.40	Very High
	Supervisors	4.57	0.48	Very High	4.58	0.42	Very High	4.42	0.71	Very High	4.08	1.17	High
Ability to foster practical wisdom in others	Principals	4.25	0.42	Very High	4.36	0.41	Very High	4.54	0.43	Very High	4.25	0.57	Very High
	Teachers	4.29	0.20	Very High	4.25	0.50	Very High	4.34	0.47	Very High	4.26	0.35	Very High
	Supervisors	4.58	0.47	Very High	4.69	0.41	Very High	4.57	0.71	Very High	4.25	1.17	Very High
As a Whole	Principals	4.23	0.40	Very High	4.30	0.42	Very High	4.39	0.39	Very High	4.21	0.48	Very High
	Teachers	4.35	0.17	Very High	4.20	0.51	High	4.30	0.44	Very High	4.12	0.26	High
	Supervisors	4.44	0.46	Very High	4.56	0.42	Very High	4.43	0.65	Very High	4.15	1.06	High

As they pursue higher education, they are more exposed to new ideas and knowledge that may lead to developing, learning, and applying practical wisdom which is the core ability of a phronetic leader. However, the data clearly reveal that school principals whether they have or don't have Master's or Doctorate units or degree, the qualities of a phronetic leader are still evidently done by the school administrators as assessed by their teachers and

district supervisors. Most effective leaders create a safe and secure learning environment [5]. This is the reason why they like to be assigned in central school where easy means of transportation, communication and business transactions are accessible. Others are contented to be in non-central schools which are located in far flung or remote areas. Part of the study was to analyze whether the principals' phronetic leadership is determined by their recent work place.

**Table 5. Extent of Phronetic Leadership Demonstrated by Public Elementary School Principals when Grouped According to the Work Place**

Dimensions	Respondents	Central			Non-central		
		Mean	SD	Interpretation	Mean	SD	Interpretation
Ability to judge goodness	Principals	4.38	0.32	Very High	4.40	0.49	Very High
	Teachers	4.35	0.31	Very High	4.27	0.41	Very High
	Supervisors	4.42	0.23	Very High	4.23	0.44	Very High
Ability to grasp the essence	Principals	4.25	0.29	Very High	4.24	0.42	Very High
	Teachers	4.33	0.36	Very High	4.15	0.46	High
	Supervisors	4.45	0.23	Very High	4.24	0.46	Very High
Ability to create shared context	Principals	4.41	0.44	Very High	4.36	0.52	Very High
	Teachers	4.50	0.21	Very High	4.27	0.50	Very High
	Supervisors	4.50	0.47	Very High	4.49	0.75	Very High
Ability to communicate the essence	Principals	4.24	0.49	Very High	4.20	0.55	High
	Teachers	4.39	0.25	Very High	4.19	0.49	High
	Supervisors	4.41	0.42	Very High	4.47	0.59	Very High
Ability to exercise political power	Principals	4.38	0.31	Very High	4.31	0.47	Very High
	Teachers	4.43	0.25	Very High	4.25	0.47	Very High
	Supervisors	4.44	0.43	Very High	4.45	0.70	Very High
Ability to foster practical wisdom in others	Principals	4.46	0.40	Very High	4.43	0.45	Very High
	Teachers	4.45	0.21	Very High	4.26	0.46	Very High
	Supervisors	4.60	0.50	Very High	4.57	0.68	Very High
As a Whole	Principals	4.37	0.35	Very High	4.32	0.41	Very High
	Teachers	4.42	0.43	Very High	4.23	0.44	Very High
	Supervisors	4.45	0.48	Very High	4.44	0.64	Very High

Table 5 reflects the extent of phronetic leadership demonstrated by public elementary school principals when they are grouped according to their assigned work place as assessed by themselves, supervisors, and teachers and thus the extent of phronetic leadership of the school administrators is very high. The result is supported by the obtained mean scores from 4.37 to 4.45 for central school principals with the standard deviations ranging from 0.35 to 0.48 while mean scores from 4.23 to 4.44 with standard deviations ranging from 0.41 to 0.64 for non-central school administrators. This means that school principals whether they are assigned in a central or non-central school, their ability to possess phronetic leadership is highly evident as assessed by the principals themselves, district supervisors, and

teachers. Practical wisdom also comes from experience, which is not to be taken lightly, according to Aristotle. Brands [4] stated that many young leaders may be lacking the experience to successfully run an organization; yet others are successful despite their youth. Thus, the length of years of experience as an administrator was also considered in the study in order to determine the phronetic leadership of the school principals.

Table 6 presents the extent of phronetic leadership demonstrated by public elementary school principals when they are grouped according to work experience as assessed by themselves, teachers, and district supervisors when dimensions are taken individually and as a whole.

**Table 6. Extent of Phronetic Leadership Demonstrated by Public Elementary School Principals when Grouped According to Work Experience**

Dimensions	Respondents	1 - 4 years			5 - 10 years			11 years or more		
		Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
Ability to judge goodness	Principals	4.38	0.47	Very High	4.51	0.40	Very High	4.35	0.50	Very High
	Teachers	4.30	0.34	Very High	4.16	0.52	High	4.32	0.39	Very High
	Supervisors	4.25	0.36	Very High	4.22	0.54	Very High	4.30	0.45	Very High
Ability to grasp the essence	Principals	4.25	0.44	Very High	4.25	0.53	Very High	4.25	0.29	Very High
	Teachers	4.18	0.38	High	4.09	0.56	High	4.23	0.46	Very High
	Supervisors	4.25	0.37	Very High	4.25	0.55	Very High	4.30	0.46	Very High
Ability to create shared context	Principals	4.31	0.52	Very High	4.28	0.71	Very High	4.48	0.37	Very High
	Teachers	4.27	0.41	Very High	4.30	0.59	Very High	4.36	0.52	Very High
	Supervisors	4.45	0.84	Very High	4.44	0.88	Very High	4.57	0.44	Very High
Ability to communicate the essence	Principals	4.21	0.53	Very High	4.17	0.69	High	4.26	0.45	Very High
	Teachers	4.18	0.40	High	4.23	0.56	High	4.26	0.49	Very High
	Supervisors	4.49	0.56	Very High	4.39	0.74	Very High	4.45	0.51	Very High
Ability to exercise political power	Principals	4.30	0.48	Very High	4.20	0.60	High	4.39	0.32	Very High
	Teachers	4.28	0.37	Very High	4.26	0.58	Very High	4.28	0.47	Very High
	Supervisors	4.47	0.75	Very High	4.37	0.88	Very High	4.47	0.43	Very High
Ability to foster practical wisdom in others	Principals	4.40	0.48	Very High	4.48	0.48	Very High	4.45	0.39	Very High
	Teachers	4.30	0.41	Very High	4.25	0.54	Very High	4.34	0.44	Very High
	Supervisors	4.56	0.72	Very High	4.46	0.25	Very High	4.65	0.46	Very High
As a Whole	Principals	4.31	0.43	Very High	4.32	0.53	Very High	4.36	0.29	Very High
	Teachers	4.25	0.36	Very High	4.22	0.54	Very High	4.30	0.45	Very High
	Supervisors	4.42	0.67	Very High	4.38	0.80	Very High	4.50	0.44	Very High

Apparently, the table shows that the extent of phronetic leadership of school principals when they are grouped according to work experience as a school administrator as perceived by themselves and their respective teachers and supervisors is very high.

This is indicated on the obtained mean scores ranging 4.25 to 4.50 with the standard deviations ranging from 0.29 to 0.80. However, when dimensions are taken individually, the school principals with 11 or more years of work experience have the very high level of extent of phronetic leadership in terms of the six given dimensions. The differences in their obtained mean scores can be taken to mean that the school principals with longer years of experiences highly possess most of the abilities of a phronetic leader than those school administrators with short range of work experience. According to the National Center for Education Statistics (2007), nearly all school principals have significant teaching experience. Ninety five percent of elementary principals have at least three years of teaching or work experience, and two-thirds have 10 years or more. Clearly, the vast majority of principals bring strong work experience to the table. This clearly shows that their work experience contributed a lot in their role as a phronetic leader. This also affirmed the results of the study of Schroeder [6] which revealed that the application of new knowledge occurred as small changes in

principals' practices mediated by principals' phronesis about their school community is gained from experiences in their context. Likewise, this result also supported the statement of Halverson [7] that practical wisdom is something that is developed over time through experiences and knowledge.

Table 7 shows that the extent of phronetic leadership of school principals when grouped according to the number of teachers supervised in school as perceived by themselves and their respective teachers and supervisors ranges from high to very high. This is clearly supported by the obtained mean scores from 4.04 to 4.72 with the standard deviations ranging from 0.32 to 0.84. However, it can be gleaned from the data that the school administrators who presently supervise 16 or more teachers in their respective institutions have shown very high extent when dimensions of phronetic leadership are taken individually. This is augmented by the obtained mean scores from 4.31 to 4.56 with standard deviations from 0.32 to 0.90, respectively. Therefore, it can be perceived that the number of teachers supervised by school administrators affects or even develops the qualities of a phronetic leader since practical wisdom can be furthered and learned from the interaction and lived experiences of the people in the community or in the organization.

**Table 7. Extent of Phronetic Leadership Demonstrated by Public Elementary School Principals when Grouped According to Number of Teachers Supervised**

Dimensions	Respondents	4 - 7 teachers			8 - 15 teachers			16 teachers or more		
		Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
Ability to judge goodness	Principals	4.39	0.41	Very High	4.52	0.40	Very High	4.38	0.41	Very High
	Teachers	4.30	0.34	Very High	4.16	0.52	High	4.39	0.32	Very High
	Supervisors	4.25	0.36	Very High	4.29	0.38	Very High	4.36	0.36	Very High
Ability to grasp the essence	Principals	4.18	0.44	High	4.25	0.53	Very High	4.31	0.34	Very High
	Teachers	4.18	0.38	High	4.09	0.56	High	4.28	0.39	Very High
	Supervisors	4.25	0.37	Very High	4.31	0.40	Very High	4.37	0.38	Very High
Ability to create shared context	Principals	4.25	0.58	Very High	4.28	0.71	Very High	4.46	0.90	Very High
	Teachers	4.27	0.41	Very High	4.30	0.59	Very High	4.39	0.42	Very High
	Supervisors	4.45	0.84	Very High	4.56	0.64	Very High	4.51	0.67	Very High
Ability to communicate the essence	Principals	4.04	0.58	High	4.17	0.69	High	4.36	0.44	Very High
	Teachers	4.18	0.40	High	4.23	0.56	Very High	4.31	0.43	Very High
	Supervisors	4.49	0.56	Very High	4.57	0.55	Very High	4.41	0.56	Very High
Ability to exercise political power	Principals	4.04	0.58	High	4.20	0.60	High	4.41	0.36	Very High
	Teachers	4.28	0.37	Very High	4.26	0.58	Very High	4.36	0.39	Very High
	Supervisors	4.47	0.75	Very High	4.50	0.64	Very High	4.42	0.65	Very High
Ability to foster practical wisdom in others	Principals	4.20	0.42	High	4.48	0.47	Very High	4.56	0.37	Very High
	Teachers	4.30	0.41	Very High	4.25	0.54	Very High	4.43	0.34	Very High
	Supervisors	4.56	0.72	Very High	4.72	0.62	Very High	4.52	0.65	Very High
As a Whole	Principals	4.32	0.42	Very High	4.32	0.53	Very High	4.41	0.34	Very High
	Teachers	4.25	0.36	Very High	4.22	0.54	Very High	4.36	0.36	Very High
	Supervisors	4.42	0.67	Very High	4.51	0.59	Very High	4.44	0.61	Very High

**Table 8. Significant Differences on the Extent of Phronetic Leadership Demonstrated by Public Elementary School Principals when Grouped According to Designation**

Dimensions	Sources of Variation	Sum of Squares	Df	Mean Square	F	ρ	Interpretation
Ability to judge goodness	Between Groups	0.42	2	0.21	2.69	0.08	Not Significant
	Within Groups	3.70	47	0.08			
	Total	4.12	49				
Ability to grasp the essence	Between Groups	0.47	2	0.24	2.42	0.10	Not Significant
	Within Groups	4.61	47	0.10			
	Total	5.09	49				
Ability to create shared context	Between Groups	0.29	2	0.15	1.03	0.37	Not Significant
	Within Groups	6.62	47	0.14			
	Total	6.91	49				
Ability to communicate the essence	Between Groups	0.60	2	0.30	3.12	0.04	Significant
	Within Groups	4.54	47	0.10			
	Total	5.15	49				
Ability to exercise political power	Between Groups	0.43	2	0.22	2.19	0.12	Not Significant
	Within Groups	4.63	47	0.10			
	Total	5.07	49				
Ability to foster practical wisdom	Between Groups	0.35	2	0.18	1.97	0.15	Not Significant
	Within Groups	4.21	47	0.09			
	Total	4.57	49				
Overall	Between Groups	0.42	2	0.21	2.33	0.11	Not Significant
	Within Groups	4.20	47	0.09			
	Total	4.61	49				

The fourth concern of this study is to determine the significant differences in the extent of phronetic leadership demonstrated by public elementary school principals as perceived by themselves, teachers, and

district supervisors when school principals were grouped according to the selected variables. Therefore, Table 8 presents the significant differences in the extent of phronetic leadership demonstrated by

public elementary school principals when grouped according to designation. No significant differences were noted on the extent of phronetic leadership of school principals as assessed by themselves, teachers, and supervisors when dimensions are taken altogether. This is augmented by the obtained z-ratio of 2.33 at 0.11 probability value. Hence, hypothesis which states that there is no significant on the extent of phronetic leadership demonstrated by public elementary school principals when they are grouped according to designation as assessed by themselves, teachers, and supervisors when dimensions are taken as a whole is accepted. However, when dimensions of phronetic leadership are taken individually, there is a significant difference noted on the ability of the school principals to communicate the essence. This component focuses on the ability of the school administrators to communicate issues and challenges in the organization both in oral and written forms. Quesada 1998 as cited by Romero [8] emphasized that good educational leaders should have a good communication skills both oral and in written forms and also agreed with the study made by Legazpi 2008 as cited further by Romero [8] that effective educational leaders are good communicators and able

to make people or members understand their views and instruct them clearly. Nonaka and Takeuchi 2011 as cited by Brands [4] also stressed that phronetic leaders should be able to communicate in a way that everyone can understand. They further explained that the essence of a situation in any organization is sometimes hard to express and thus leaders should use stories, metaphors, and other figurative languages.

Table 9 presents the extent of phronetic leadership demonstrated by public school principals when they are grouped according to educational qualification. Therefore, the table shows that there is no significant difference on the extent of phronetic leadership demonstrated by public elementary school principals when grouped according to educational qualification as perceived by themselves, teachers, and district supervisors when dimensions are taken as a whole and individually. This finding is supported by the F-ratio of 0.54 at 0.54 probability value. Therefore, hypothesis which states that there is no significant difference on the extent of phronetic leadership demonstrated by public elementary school principals when grouped according to educational qualification as assessed by themselves, teachers, and supervisors is accepted.

**Table 9. Significant Differences on the Extent of Phronetic Leadership Demonstrated by Public Elementary School Principals when Grouped According Educational Qualifications**

Dimensions	Sources of Variation	Sum of Squares	Df	Mean Square	F	ρ	Interpretation
Ability to judge goodness	Between Groups	0.06	3	0.02	0.21	0.89	Not Significant
	Within Groups	4.06	46	0.09			
	Total	4.12	49				
Ability to grasp the essence	Between Groups	0.24	3	0.08	0.75	0.53	Not Significant
	Within Groups	4.85	46	0.11			
	Total	5.09	49				
Ability to create shared context	Between Groups	0.26	3	0.09	0.60	0.62	Not Significant
	Within Groups	6.65	46	0.15			
	Total	6.91	49				
Ability to communicate the essence	Between Groups	0.10	3	0.03	0.29	0.83	Not Significant
	Within Groups	5.05	46	0.11			
	Total	5.15	49				
Ability to exercise political power	Between Groups	0.26	3	0.09	0.82	0.49	Not Significant
	Within Groups	4.81	46	0.11			
	Total	5.07	49				
Ability to foster practical wisdom	Between Groups	0.22	3	0.07	0.76	0.52	Not Significant
	Within Groups	4.35	46	0.10			
	Total	4.57	49				
Overall	Between Groups	0.16	3	0.05	0.54	0.54	Not Significant
	Within Groups	4.46	46	0.10			
	Total	4.61	49				



**Table 10. Significant Differences on the Extent of Phronetic Leadership Demonstrated by Public Elementary School Principals when Grouped According to Work Place**

Dimensions	Work Place	Mean	Sd	Df	t	p	Interpretation
Ability to judge goodness	Central	4.38	0.17	47	0.67	0.51	Not Significant
	Noncentral	4.31	0.31				
Ability to grasp the essence	Central	4.34	0.17	47	0.98	0.33	Not Significant
	Noncentral	4.22	0.34				
Ability to create shared context	Central	4.47	0.26	47	0.60	0.55	Not Significant
	Noncentral	4.38	0.40				
Ability to communicate the essence	Central	4.38	0.24	47	0.71	0.48	Not Significant
	Noncentral	4.29	0.34				
Ability to exercise political power	Central	4.41	0.22	47	0.61	0.54	Not Significant
	Noncentral	4.34	0.34				
Ability to foster practical wisdom	Central	4.53	0.23	47	0.94	0.35	Not Significant
	Noncentral	4.42	0.32				
As a whole	Central	4.41	0.21	47	0.67	0.50	Not Significant
	Noncentral	4.33	0.33				

Table 10 shows that there is also no significant difference on the extent of phronetic leadership demonstrated by public elementary school principals when they are grouped according to their recent work place as assessed by themselves, teachers, and supervisors. This is supported by the obtained F-ratio of 0.67 at 0.50 probability value. Therefore, hypothesis which states that there is no significant difference on the extent of phronetic leadership

demonstrated by public elementary school principals when grouped according to work place as assessed by themselves, teachers, and supervisors is accepted.

The data below on Table 11 therefore discloses that there is no significant difference on the extent of phronetic leadership demonstrated by public elementary school principals when they are grouped according to work experience as perceived by themselves, teachers, and district supervisors.

**Table 11. Significant Differences on the Extent of Phronetic Leadership Demonstrated by Public Elementary School Principals when Grouped According to Work Experience**

Dimensions	Sources of Variation	Sum of Squares	Df	Mean Square	F	ρ	Interpretation
Ability to judge goodness	Between Groups	0.01	2	0.01	0.02	0.98	Not Significant
	Within Groups	4.12	47	0.09			
	Total	4.12	49				
Ability to grasp the essence	Between Groups	0.03	2	0.01	0.12	0.89	Not Significant
	Within Groups	5.06	47	0.11			
	Total	5.09	49				
Ability to create shared context	Between Groups	0.18	2	0.09	0.64	0.53	Not Significant
	Within Groups	6.73	47	0.14			
	Total	6.91	49				
Ability to communicate the essence	Between Groups	0.03	2	0.01	0.12	0.89	Not Significant
	Within Groups	5.12	47	0.11			
	Total	5.15	49				
Ability to exercise political power	Between Groups	0.07	2	0.03	0.31	0.74	Not Significant
	Within Groups	5.00	47	0.11			
	Total	5.07	49				
Ability to foster practical wisdom	Between Groups	0.05	2	0.03	0.26	0.77	Not Significant
	Within Groups	4.52	47	0.10			
	Total	4.57	49				
Overall	Between Groups	0.05	2	0.03	0.27	0.77	Not Significant
	Within Groups	4.56	47	0.10			
	Total	4.61	49				

**Table 12. Significant Differences in the Extent of Phronetic Leadership Demonstrated by Public Elementary School Principals when Grouped According to Number of Teachers Supervised**

Dimensions	Sources of Variation	Sum of Squares	Df	Mean Square	F	$\rho$	Interpretation
Ability to judge goodness	Between Groups	0.27	2	0.14	1.65	0.20	Not Significant
	Within Groups	3.85	47	0.08			
	Total	4.12	49				
Ability to grasp the essence	Between Groups	0.48	2	0.24	2.43	0.10	Not Significant
	Within Groups	4.61	47	0.10			
	Total	5.09	49				
Ability to create shared context	Between Groups	0.44	2	0.22	1.58	0.22	Not Significant
	Within Groups	6.47	47	0.14			
	Total	6.91	49				
Ability to communicate the essence	Between Groups	0.39	2	0.19	1.92	0.16	Not Significant
	Within Groups	4.76	47	0.10			
	Total	5.15	49				
Ability to exercise political power	Between Groups	0.22	2	0.11	1.04	0.36	Not Significant
	Within Groups	4.85	47	0.10			
	Total	5.07	49				
Ability to foster practical wisdom	Between Groups	0.33	2	0.17	1.83	0.17	Not Significant
	Within Groups	4.24	47	0.09			
	Total	4.57	49				
Overall	Between Groups	0.30	2	0.15	1.65	0.20	Not Significant
	Within Groups	4.31	47	0.09			
	Total	4.61	49				

**Table 13. Significant differences on the perception or assessment of the extent of phronetic leadership of public elementary school principals as assessed by themselves, teachers, and district supervisors**

Dimensions	Sources of Variation	Sum of Squares	Df	Mean Square	F	$\rho$	Interpretation
Ability to judge goodness	Between Groups	0.50	2	0.25	1.39	0.25	Not Significant
	Within Groups	26.54	47	0.18			
	Total	27.04	49				
Ability to grasp the essence	Between Groups	0.22	2	0.11	0.62	0.54	Not Significant
	Within Groups	26.48	47	0.18			
	Total	26.70	49				
Ability to create shared context	Between Groups	0.92	2	0.46	1.40	0.25	Not Significant
	Within Groups	48.33	47	0.33			
	Total	49.25	49				
Ability to communicate the essence	Between Groups	1.91	2	0.95	3.47	0.03	Significant
	Within Groups	40.41	47	0.28			
	Total	42.32	49				
Ability to exercise political power	Between Groups	0.82	2	0.41	1.48	0.23	Not Significant
	Within Groups	40.86	47	0.28			
	Total	41.68	49				
Ability to foster practical wisdom	Between Groups	1.84	2	0.92	3.40	0.04	Significant
	Within Groups	39.77	47	0.27			
	Total	41.61	49				
Overall	Between Groups	0.83	2	0.42	1.77	0.17	Not Significant
	Within Groups	34.46	47	0.23			
	Total	35.29	49				

The test yielded the F-ratio result of 0.27 at 0.77 probability value. Hence, the hypothesis which states that there is no significant difference on the extent of phronetic leadership demonstrated by public elementary school principals when they are grouped according to work experience as assessed by themselves, teachers, and supervisors is accepted.

Table 12 indicates the significant differences on the extent of phronetic leadership demonstrated by public elementary school principals when they are grouped according to the number of teachers handled as assessed by themselves, teachers, and supervisors. Thus, it can be gleaned from the data that there is no significant difference on the extent of phronetic leadership demonstrated by public elementary school principals when they are grouped according to the number of teachers handled as assessed by themselves, teachers, and supervisors. It is supported by the obtained F-ratio of 1.65 at 0.20 probability value. Therefore, hypothesis which states that there is no significant difference on the extent of phronetic leadership of public elementary school principals when grouped according to number of teachers handled as perceived by themselves, teachers, and supervisors is accepted.

As shown in Table 13, no significant difference were observed on the assessment or perception of the extent of the phronetic leadership of public elementary school principals as assessed by themselves, teachers, and supervisors when dimensions are taken as a whole. The obtained F-ratio of 1.77 at 0.17 probability value supports this finding. Since the obtained probability value was found to be greater than 0.05 level of significance, hypothesis which states that there is no significant difference on the assessment of school principals, teachers, and supervisors of the extent of phronetic leadership of public elementary school principals when dimensions are taken altogether is therefore accepted. However, when dimensions are taken individually, there were significant differences noted on the assessment of the three groups of respondents specifically on the ability of the school principals to communicate the essence and also on their ability to foster practical wisdom. These results are supported by the obtained mean scores of 3.47 and 3.40 with the probability values of 0.03 and 0.04, respectively. Therefore, hypothesis which states that there is no significant difference on the assessment or perception of the extent of phronetic leadership of public elementary school principals in terms of their ability to communicate the essence and

their ability to foster practical wisdom as assessed by the school principals themselves, teachers, and district supervisors is rejected.

### **Synthesis of the Answers on the Qualitative Survey**

These questions in the qualitative questionnaire were: 1. *What is the importance of ethics and values to a school leader? How does it help you when making decision in your organization?* 2. *How do you deal with difficult situations in school that require strong and careful decision?* 3. *What is the role of the stakeholders to the realization of the organizational goals? Should a wise leader consider his stakeholders and their needs at all times? Why or why not?* 4. *What is the importance of communication to you as a leader? How do you communicate challenging issues and problems in school?* 5. *How do you define political power at your level as a school leader? How do you exercise it in your organization?* 6. *How do you foster practical wisdom to the members of your organization? What are your ways as a leader that demonstrate the use of practical wisdom?* 7. *Apart from the given attributes of a wise or phronetic leader, what do you think are the other characteristics reflective of a Filipino phronetic or wise educational leader? How do you show it to your organization?* Most of the answers mentioned more than one factor. These answers were treated in a qualitative manner. A line by line analysis was used to attempt the emerging themes in the answers.

The results therefore are condensed in the following themes:

1. Ethics serves as basis or guide in making just and moral decision in the organization.
2. Seek for the members' or experts' idea or opinion before making any decision.
3. Stakeholders are part and parcel of the organization and their needs should be given utmost attention at all times.
4. Communication is the key to creating harmonious relationship in the organization.
5. Political power is defined as administrative responsibilities of the school leaders vested upon them as school leaders and also his connection to their community
6. Setting oneself as an example through ethical and moral actions and behaviour.
7. Filipino phronetic educational leaders should have the ability to maintain resiliency and the ability to promote quality education at all times.

These results revealed that their practices and ways as leaders of their organization reflect most of the qualities of a phronetic leader as discussed by Nonaka and Takeuchi 2011 as cited by Brands [4]. As emphasized in the findings or results of the study, school principals consider their learned ethics and values when making any decisions in the organization. Cunningham and Cordero [13] in their book entitled, "Educational Administration: A Problem-Based Approach" said that, "As educational leaders foster the growth of the members of the school community, they must make decisions based on ethical principles of justice, morality, and caring." Starratt 1995 as further cited by Cunningham and Cordero 2000 states that, "Rather than mindless obedience to the authority – whoever they may be – the response to the call for school reform requires the moral leadership of school administrators." The responses also disclosed that the school principals consider communication as an important tool in fulfilling the goals set by the organization. They believe that through effective communication, they can bring their people together and spur them to act. On the other hand, most school leaders perceive political power as their supervisory and administrative responsibilities primarily vested upon them by the department as school administrators. They exercise their political judgment unselfishly and justly by understanding the ideas or emotions of their members. They also set themselves as an example in which their wide range of experiences both as a teacher and a school administrator give them great wisdom as their way of nurturing practical wisdom amongst the members of their organization.

However, it is revealed in this investigation that there are other characteristics suggested by the school principals which are reflective of a Filipino phronetic or wise leader apart from the identified dimensions of a phronetic leader taken from the study of Nonaka and Takeuchi 2011 as cited by Brands [4]. These qualities include the ability to maintain the sense of resiliency and the ability to promote quality education. They perceive that the known innate quality of a Filipino as a resilient group of people is something that a wise or phronetic Filipino educational leader must possess in order to nurture stronger and wiser members in the organization. The school principals also stressed that a Filipino phronetic leader must always have the ability to promote quality education for it is the ultimate goal of the department.

## CONCLUSION AND RECOMMENDATION

The study revealed that generally, the phronetic leadership skills of the public elementary school principals as perceived by the school principals themselves and their respective teachers, supervisors is very high. Likewise, the results of the study also revealed that the school principals who have longer years of experience as school administrators have the high extent of being a phronetic leader since experience provides a greater opportunity for an individual to learn further and thus to gain more knowledge and wisdom. Based also on the qualitative results of the study, it can also be concluded that the ways and practices of the school principals demonstrate the abilities of a phronetic leader. Therefore, school principals are encouraged to maintain and continue improving because no matter how phronetic or wiser they are, there is always still a room for improvement. Likewise, school leader, regardless of their designation, work experience as a school administrator, highest educational attainment, number of teachers supervised in school, and work place may be given equal opportunities for professional growth and any other forms of incentives. It is also recommended that a possible intervention or a leadership training program focusing on phronetic leadership may be provided to the school principals of the Division of Cadiz City to improve or further their skills as they assessed themselves as phronetic leaders. A similar study may also be conducted among school principals in other divisions of Negros Occidental and other regions to look into the similarities and differences of the findings.

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