

**Leadership Behavior of Principals and School Performance  
in Public and Private High Schools**

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**Abstract**

This mixed-method study determined the relationship of principals' leadership behavior to school performance. The respondents were teachers, students and parents from high performing and low performing public and private high schools. To determine the leadership behavior of the principals, three sets of self-constructed questionnaires were administered to students, teachers and parents. Focus group discussions were conducted with students, teachers and parents, while separate interviews were conducted with the principals. Findings revealed that teachers and parents perceived the leadership behavior of the principals as *very evident* while the students perceived the leadership behavior of their respective principals as *evident*. It was revealed in the focus group discussions that all principals are strict in implementing school policies. Among four (4) performance indicators, only Completion and Attrition Rates had a significant relationship with leadership behavior. Interview data revealed that principals recognized the crucial role of parents in the school, however, only the high performing schools had consistent activities and programs for parents. Consultations for major school decisions are also being practiced in the high performing schools.

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