# ✚IJESRT

## INTERNATIONAL JOURNAL OF ENGINEERING SCIENCES & RESEARCH TECHNOLOGY

## INFLUENCE OF SCHOOL HEADS' INSTRUCTIONAL COMPETENCIES ON TEACHERS' MANAGEMENT IN LEYTE DIVISION, PHILIPPINES

**Loreta T. Goden*, Nisa T. Lumbab, Roland A. Niez, Vennie G. Coton**
* Naval State University-Main Campus Naval, Biliran, Philippines

## ABSTRACT

The study primarily aimed to determine the influence of school heads' instructional competencies on the teachers' management behavior in Leyte division, Philippines.

The descriptive-correlational design was adopted with the use of survey questionnaire as the tool in data gathering.

The teacher's performance for the last three years was very satisfactory. The level of instructional competence of the school heads fell on the competent category. In professional competency, the school heads evaluated their teachers very competently. The school heads showed the competence in motivating their teachers.

The management behavior of the school heads was highly effective. In the areas key processes and core components, the school heads were highly effective.

The instructional competencies of the school heads did not relate or affect their management behavior.

**KEYWORDS**: influence, school heads, instructional competencies, teachers, management behavior.

## INTRODUCTION

Instructional supervision includes various roles and responsibilities that entail technical, professional and interpersonal aspects (Weller and Weller, 2002). It also includes strategies and actions to improve conditions for the teaching and learning process (Daresh et al., 2000). For schools to be effective, they need to look for opportunities to increase the professional development and job performance of teachers for the betterment in managing the teaching and learning process, and this can be done through supervision (Arong and Ogbadu, 2010). Hence, when taking on the responsibilities of a supervisor, the Head of Departments play an important role in promoting and developing the learning and professional growth of teachers. Head of Departments can be a major source of reliance and support for teachers when it comes to addressing issues and problems related to the teaching and learning process and instructional development. As such, it would be fitting to look into how the role of the Head of Departments as an instructional leader related to instructional supervision, will help teachers perform their jobs better.

Leaders who can provide the necessary leadership when managing the teachers' performance can have a large impact on their school's work environment and if the impact is positive, it may lead to teachers practicing and displaying desired behaviors in the workplace, especially in their commitment towards the school organizations (Hallinger and Heck, 1996a; Ponnusamy, 2010). Weber (1996) proved this in a study when he explained to increase teachers' commitment towards the schools; leaders need set high expectation on teachers' performance. Hence, for teachers to become more committed to the school, school leaders need to practice effective leadership behavior.

Principals have been found to affect the type of instruction teachers' use in their classrooms through their actions as instructional leaders (Blase & Blase, 1998; Blase & Roberts, 1994; King, 1991; Sheppard, 1996; Smith & Andrews, 1989).

The position of principal was chosen for investigation because it has been identified as an important component of an effective school (Cotton, 2003; Goodwin, Cunningham, & Childress, 2003; Hallinger & Heck, 1996). The U.S. Department of Education (2000) released a report portraying the principal's importance by listing ineffective principals as one of the barriers to improving teaching.

On the other hand, change in teachers' instructional practices refers to the amount of change in teachers' instructional practices over the previous two school years, 2006-2007 and 2007-2008. Changes in teachers' instructional practices were conceptualized as decreasing over the past two school years, increasing over the past two school years, remaining the same over the past two school years, or teachers did not use the practice during the last two school years.

The importance of teachers' instructional practices is demonstrated by current studies devoted to analyzing the effect of teacher quality on student achievement. Teacher quality refers to the characteristics and qualifications held by teachers (Stronge, 2002).

Kaplan and Owings (2002a) stated, "Staffing schools with highly qualified teachers who have strong teaching skills has become a national concern" (p. 22). They asserted that principals are responsible for hiring these individuals, further highlighting the need to examine how principals influence teachers.

Elmore (1999) asserted that principals are expected to possess the skills and knowledge to improve teacher instruction and student achievement. According to Lashway (2003) and Tucker (2003), the standards and accountability movement has increased the importance of the principal's role in school effectiveness.

More than ever before, principals are considered essential to the success of schools (Cotton, 2003; Goodwin et al., 2003). Principals are expected to be strong instructional leaders (Tucker, 2003; Wahlstrom & Louis, 2008). Knowing how principals influence the classroom instruction of teachers could aid principals in dealing with the rigorous demands set forth by the NCLB Act and state accountability systems.

The challenges of instructional leadership are rooted in the principal-agent problem. Galal (2002) defines the principal-agent problem as being at the core of any education reform. The principal (e.g., a ministry official, school principal) is interested in particular outcomes (such as good quality education), but has to rely on an agent (e.g., teachers) to obtain these outcomes. Chapman (2008) states that the focus on the principal agent problem places more concern with influencing the educational process in classrooms, where the real activities of learning occur. Lockheed and Verspoor (1991) observe that many of the teaching practices in developing countries are not conducive to student learning. Teaching practices often involve instruction for the whole class that emphasizes lectures by the teacher who then has students copy from the blackboard while offering them few opportunities to ask questions or participate in learning (Fuller and Heyneman, 1989). Classroom teaching in developing countries is also characterized by student memorization of texts with few opportunities to work actively with the material, and little ongoing monitoring and assessment of student learning through homework, classroom quizzes, or tests. The principal as instructional leader is charged to implement innovative teaching methods that engage students in more active rather than passive learning.

The purpose of this study is to measure how school principals influence change in teachers' management behavior; however, other factors influencing classroom instruction surfaced. The case of Leyte division is not yet determined since there are no studies conducted on this aspect. The researcher hopes to influence what principals are doing as instructional leaders and add to the understanding of what it means to be a leader of instruction particularly in her division. Information collected in this study could be useful in planning staff development opportunities for principals and in re-conceptualizing the content of principal preparation programs in Leyte division.

## OBJECTIVES OF THE STUDY
The study aimed to address the main objective of finding out the influence of School heads' instructional competencies on teachers' management inLeyte division.
Specifically, this intended to answer the following:
1. Find out the socio-demographic profile of the respondents:
   1.1 School Principals

      1.1.1. gender;
      1.1.2 age;
      1.1.3 civil status;
      1.1.4 highest educational attainment; and
      1.1.5 years of experience as school principal
    1.2 Teachers
      1.2.1 gender;
      1.2.2 age;
      1.2.3 civil status;
      1.2.4 highest educational attainment; and
      1.2.5 number of years in teaching;
    1.3 Performance
2. Find out the level of instructional competencies of the school heads;
3. Determine the management behavior of the school heads;
4. Determine the significant relationship between:
    4.1 Profile and Instructional Competencies;
    4.2 Profile and Management Behavior; and
    4.3 Instructional Competencies and Management Behavior

**Hypotheses**
$H_{o1}$: There is no significant relationship between the profile and instructional competencies of the school heads;
$H_{o2}$: There is no significant relationship between the profile and management behavior of the school heads; and
$H_{o3}$: There is no significant relationship between instructional competencies and management behavior of the school heads.

## FRAMEWORK OF THE STUDY
The theoretical and conceptual frameworks of the study are presented in light of the key concepts and variables in the due course of its proceedings.

*Theoretical framework.* This study is supported by various theories to strengthen the claims of the present study. It is commonly understood that most people do not want things to change. Instructional leaders, striving to improve student learning, must be involved in making changes - changes in behavior or practices and changes in beliefs and understanding. Therefore, it is helpful for the principal to understand the stages that change undergoes.

The Apartment Model of Change Theory as outlined by De Boer highlights four stages:1. Contentment is what you feel before change is initiated.2. Confusion is what you feel once the questions start to come.3. Chaos is what you feel when answers come.4. Self-renewal is what you feel when answers are settled.

Movement progresses in such a manner that we may be at different stages on different issues, all at one time. Havelock's (1973) stages of change are similar. However, he incorporates the role of the change agent that acts as catalyst, process helper, resource linker, or solution giver (Figure 2). Although all four change agent roles may be taken by the principal at some stage or other, the change agent as process helper is most useful for the supervisory role. It is a collaborative, on-going role. Following are Havelock's six stages of change. Stage 1: Building a Relationship (between change agent & client)Stage II: Diagnosing the Problem Stage III: Acquiring Relevant Resources Stage IV: Choosing the Solution Stage V: Gaining Acceptance Stage VI: Stabilizing the Innovation and Generating Self-Renewal (p. 11)This approach promotes collaborative problem solving with the teaching staff to bring about determined, necessary change.

*Conceptual framework.* The purpose of this study was to determine the influence of instructional competencies of school heads on teacher's management behavior, in order to present the school heads with an understanding of the existing needs of the teachers. Based on what the needs are, the school heads would be encouraged to examine what changes may be needed in the school, so that instructional competencies could be more effectively incorporated into the school.

As illustrated, the dependent and independent variables served as the parameters outlined in the study. The socio-demographic profile of the respondents which include the school principals (gender, age, civil status, highest educational attainment and years of experience), the teachers (gender, age, civil status, highest educational attainment and number of years in teaching) and performance constitute the dependent variables; whereas, the instructional competencies and management behavior of the school heads are the independent variables.

The interplay of these variables is expected to create a school environment that would create opportunities for the school heads to improve their instructional competencies and for the teachers to learn and grow individually and professionally. The schematic diagram for the conceptual framework of the study is presented in figure 1.
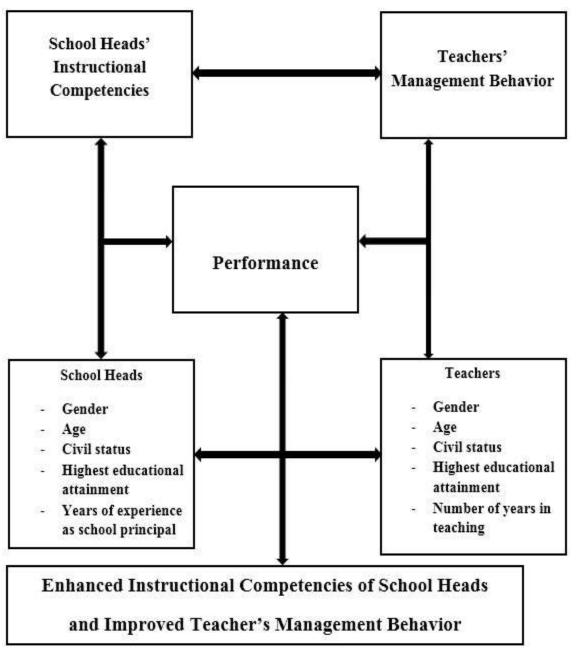


*Figure 1.The Conceptual Framework of the Study*

## METHODOLOGY

The study employed the descriptive-correlational survey design using the survey questionnaire as the main instrument for generating the data.

The design fits the study since the numerical data collected at the outset were used to inform the collection of narrative data in the second stage of the study. The narrative data supported a more thorough understanding of the numerical data obtained in the first phase. Analysis of the numerical data provided a general understanding of research questions.

The study was conducted within the 5 areas of Leyte Division. These 5 areas included Tanauan II, Jaro, Javier, Tabango and Mahaplag.

A total of 200 respondents composed of 150 elementary teachers and 50 elementary school heads were tapped as respondents of the study. Each district was taken with twenty (20) percent of the total population.

A questionnaire was developed to collect data from the sampled school heads and teachers. This was pretested through a dry-run in other schools not included as respondents. The following sections provide a detailed description of the development and testing of this questionnaire. The questionnaire for the school heads has three parts: (a) questions gathering demographic information on the school heads which include gender, age, civil status, highest educational attainment and years of experience as school head; (b) instructional competencies of the school heads and (c) management behavior of the school heads. To validate the data from the school head-respondents, the same set of questionnaires were adopted but with slight modification on the teacher's socio-demographic profile was used to get responses from the teachers for triangulation of the results from both respondents.

Prior to conduct of the survey, the researcher first prepared sets of communications which asked permission from identified authorities to conduct the study. After the permission was obtained, the researcher personally administered the survey to selected and identified respondents. They were given one week to answer the questionnaires. To validate the data from selected respondents, the researcher also conducted unstructured interview to other chosen school heads and teachers outside the schools where the respondents were taken. Retrieval of the questionnaires was at ninety (90) percent.

Data were analyzed using the scoring reflected in the questionnaire. For the level of instructional competencies of the school heads, the scales below with corresponding descriptions/interpretations were observed:

| Range | | Descriptive Interpretation |
|---|---|---|
| 1 | - | Not Competent |
| 2 | - | Poorly Competent |
| 3 | - | Slightly Competent |
| 4 | - | Competent |
| 5 | - | Very Competent |

In measuring the management behavior of the school heads, the scales with its descriptions/interpretations were reflected.

| Range | | Descriptive Interpretation |
|---|---|---|
| 1 | - | Ineffective |
| 2 | - | Minimally Effective |

| 3 | - | Satisfactorily Effective |
| 4 | - | Highly Effective |
| 5 | - | Outstandingly Effective |

The data that were gathered in this study was subjected to statistical analysis using descriptive statistics such as mean, range, relative frequency and percentage.

Correlational analysis and t-test were also used to ascertain the significant relationships between variables.

## RESULTS AND DISCUSSION

**Socio-demographic Profile of the School Heads**

Table 1 shows the socio-demographic profile of the school heads in terms of gender, age, civil status, highest educational attainment and years of experience as school head.

*Table 1 Profile of the School Heads*

| Gender | f | Percentage |
|--------|---|------------|
| Male | 10 | 20.00 |
| Female | 40 | 80.00 |
| **Total** | **50** | **100.00** |

| Age | f | Percentage |
|-----|---|------------|
| 23 – 30 years old | 5 | 10.00 |
| 31 – 38 years old | 5 | 10.00 |
| 39 – 46 years old | 17 | 34.00 |
| 47 – 54 years old | 20 | 40.00 |
| 55 – 62 years old | 3 | 6.00 |
| **Total** | **50** | **100.00** |

| Civil Status | f | Percentage |
|--------------|---|------------|
| Single | 8 | 16.00 |
| Married | 40 | 80.00 |
| Widow/Widower/Separated | 2 | 4.00 |
| **Total** | | **100.00** |

| Highest Educational Attainment | f | Percentage |
|--------------------------------|---|------------|
| BS Degree Holder | 11 | 22.00 |
| BS Degree with Masteral Units | 19 | 38.00 |
| Masters Degree with Doctoral Units | 14 | 28.00 |
| Doctorate Degree | 6 | 12.00 |
| **Total** | **50** | **100.00** |

| Years of Experience as a School Head | f | Percentage |
|--------------------------------------|---|------------|
| Less than 5 years | 8 | 17.02 |
| 5 – 9 years | 11 | 23.40 |
| 10 – 14 years | 6 | 12.77 |
| 15 – 19 years | 9 | 19.15 |
| 20 – 24 years | 8 | 17.02 |

| | | |
|---|---|---|
| More than 25 years | 5 | 10.64 |
| **Total** | **47** | **100.00** |

*Gender.* Eighty-percent or 40 of the school heads were female and 10 or 20 percent were male. This indicates that female school heads outnumbered the male ones.

*Age bracket.* Almost one-half or 40 percent of the school heads were old, followed by the middle aged with a frequency of 17 or 34 percent. On the lowest were those on the senior category with a frequency of 3 or 6 percent. Most school heads are in the position for a long period of time.

*Civil status.* Majority of the school heads or 80 percent were married, eight or 16 percent were single and 2 or 4 percent were widow/widower/separated. This implies that a greater number of the school heads are family-oriented.

*Highest educational attainment.* Many of the respondents or 38 percent were BS degree holders with master's units, followed by those with master's degrees with doctoral units with a frequency of 14 or 28 percent and those with doctorate degrees were at the bottom with a frequency of 6 or 12 percent. The school heads could still upgrade their academic qualifications to increase the number of those having doctorate degrees.

*Years of experience as school head.* Eleven or 23.40 percent being the greater number of the school heads held the position for 5-9 years and the least number of the school heads were five or 10.64 percent who were in the position for more than 25 years.

**Socio-demographic Profile of the Teachers**
Table 2 shows the socio-demographic profile of the teachers in terms of gender, age, civil status, highest educational attainment and number of years in teaching.

*Table 2 Profile of the Teachers*

| Gender | f | Percentage |
|---|---|---|
| Male | 10 | 13.20 |
| Female | 66 | 86.80 |
| **Total** | **76** | **100.00** |

| Age | f | Percentage |
|---|---|---|
| 22 - 30 years old | 9 | 12.00 |
| 31 – 39 years old | 27 | 36.00 |
| 40 – 48 years old | 22 | 29.33 |
| 49 – 56 years old | 13 | 17.33 |
| 57 – 65 years old | 4 | 5.34 |
| **Total** | **75** | **100.00** |

| Civil Status | f | Percentage |
|---|---|---|
| Single | 8 | 11.10 |
| Married | 63 | 87.50 |
| Widow/Widower/Separated | 1 | 1.40 |
| **Total** | | **100.00** |

| Highest Educational Attainment | f | Percentage |
|---|---|---|
| BS Degree Holder | 21 | 29.17 |
| BS Degree with Masteral Units | 37 | 51.39 |
| Masters Degree with Doctoral Units | 10 | 13.89 |
| Doctorate Degree | 4 | 5.55 |
| **Total** | **72** | **100.00** |

| | | |
|---|---|---|
| Less than 5 years | 10 | 14.29 |
| 5 – 9 years | 18 | 25.71 |
| 10 – 14 years | 10 | 14.29 |
| 15 – 19 years | 11 | 15.71 |
| 20 – 24 years | 17 | 24.29 |
| More than 25 years | 4 | 5.71 |
| Total | 70 | 100.00 |

*Gender.* Nearly 90 percent of the teachers with a frequency of 66 or 86.80 percent were female while the male were the least in number with a frequency of 10 or 13.20 percent. The female teachers dominate the male ones.

*Age.* Gaining the top spot were the teachers in the age range 31-39 years old with a frequency of 27 or 36 percent, followed by those in the age range 40-48 years old with a frequency of 22 or 29.33 percent and on the lowest rank were only four or 5.34 percent who belonged to the age range 57-65 years old. This denotes that many of the teachers are middle age.

*Civil status.* Nearly ninety-percent of the teachers with a frequency of 63 or 87.50 percent were married, followed by the singles with a frequency of 8 or 11.10 percent and the last was only on with a frequency of one or 1.40 percent. This connotes that many of the teachers are married and family-oriented.

*Highest educational attainment.* A greater bulk of the teachers with a frequency of 37 or 51.39 percent were BS degree holders with Master's units, followed by those with BS degrees with a frequency of 21 or 29.17 percent and at the bottom were those having Doctorate degrees with a frequency of 4 or 5.55 percent. This means that the teachers still need to upgrade their academic qualifications to increase the number of those holding doctorate degrees.

*Number of years in teaching.* Most of the teachers with a frequency of 18 or 25.71 percent were in the profession for 5-9 years, closely followed by those in the range 20-24 years with a frequency of 17 or 24.29 percent. Ranked last were only 4 or 5.71 percent who fell on the range more than 25 years.

**Teacher Performance**
The teacher's performance was determined through secondary data retrieved from the Department of Education Office in Leyte Division. This included data from SY 2012-2014. This is presented in Table 3.

*Table 3 Teacher Performance*

| Year | Performance | Description |
|---|---|---|
| SY: 2013 – 2014 | 8.58 | Very Satisfactory |
| SY: 2012 – 2013 | 8.56 | Very Satisfactory |
| SY: 2011 - 2012 | 8.55 | Very Satisfactory |
| Average | 8.56 | Very Satisfactory |

As exhibited in the table, the teachers' performance for the period covered were very satisfactory which means that they performed their job very well.

**Instructional Competency (as Rated by the School Heads)**
The instructional competencies of the school heads contain ten indicators as reflected and measured in the table. This is presented in Table 4.

*Table 4 Level of Instructional Competencies of the School Head*

| Indicators on Instructional Competency | WM | Description |
|---|---|---|
| School Head assists teachers in lesson planning. | 4.04 | Competent |
| SH assists teachers in developing/selecting instructional materials | 3.95 | Competent |
| SH helps teachers to evaluate curricula and suggest changes to meet the students' needs. | 3.88 | Competent |
| SH encourages teachers to use appropriate methods of teaching. | 4.10 | Competent |
| SH assists teachers in evaluating student performance. | 3.95 | Competent |
| SH advises teachers about new developments in teaching. | 4.06 | Competent |
| SH conducts meetings with teachers to review progress. | 4.06 | Competent |
| SH communicates with administrators about instructional concerns. | 4.00 | Competent |
| SH communicates with teachers about instructional concerns. | 4.10 | Competent |
| SH promotes the exchange of ideas and materials among teachers. | 4.06 | Competent |
| **Average Weighted Mean** | **4.02** | **Competent** |

*Instructional competencies.* As reflected in the table, instructional competencies of the school heads generated an average weighted mean of 4.02 and rated as competent. All indicators fell on the same category interpreted as competent. It shows that the school heads are competent when it comes to instruction. Ideally, this would push for an implication that the school heads prioritize instruction and support the teachers in the advancement of any instructional goal and objective of the school.

**Professional Competency (as Rated by the School Heads)**
The professional competency of the school heads is measured by the following indicators and presented in Table 5.

*Table 5 Professional Competency of the School Heads*

| Indicators on Professional Competency | WM | Description |
|---|---|---|
| SH directs all supervisory activities for the teachers' improvement. | 4.14 | Competent |
| SH helps to facilitate teachers' access to professional resources. | 4.05 | Competent |
| SH evaluates the performance of teachers. | 4.23 | Very Competent |
| SH uses evaluation as a means for development. | 4.18 | Competent |
| SH evaluates teachers only through their classroom performance. | 4.02 | Competent |
| SH uses more than one source in evaluating teachers. | 4.02 | Competent |
| SH provides feedback and offer suggestions for instructional improvement. | 4.05 | Competent |
| SH encourages teachers' professional growth. | 4.19 | Competent |
| SH conducts in-service programs to improve the performance of teachers. | 3.87 | Competent |
| SH conducts orientation activities for new teachers. | 3.92 | Competent |
| **Average Weighted Mean** | **4.06** | **Competent** |

*Professional competency.* As indicated in the table, the professional competency of the school heads scored an average weighted mean of 4.06 labeled as competent. From the given indicators, only one on "SH evaluates the performance of teachers" was rated very competent with a weighted mean of 4.23. This suggests that the school heads are professionally competent and they are very skilled and adept particularly on evaluation of teacher performance. Further, it also implies that the school heads observes teacher performance evaluation regularly and properly.

| Indicators on Motivation | WM | Description |
|---|---|---|
| SH is an example of good work and behavior for me to follow. | 3.87 | Competent |
| I consider the SH as a symbol and sign of success and accomplishment in our teaching profession. | 3.92 | Competent |
| SH inspires and encourages teachers to aim high in our teaching job and in life. | 4.00 | Competent |

| | | |
|---|---|---|
| SH makes me feel proud to be associated with him/her. | 3.99 | Competent |
| SH has a special ability and talent for seeing what is really important formed to consider in my teaching job and life. | 3.82 | Competent |
| SH encourages me to hope for a bright future in our teaching profession and in life. | 3.78 | Competent |
| SH inspires loyalty and commitment to the department. | 3.86 | Competent |
| SH encourages me to express my ideas and opinions in staff meetings. | 3.78 | Competent |
| SH shows a sense of duty and work commitment which he/she transmits to me. | 4.08 | Competent |
| SH stimulates and encourages teachers to participate willingly and happily in doing departmental duties. | 4.04 | Competent |
| **Average Weighted Mean** | **3.91** | **Competent** |

*Motivation.* As presented in the table, motivation obtained a frequency of 3.91 interpreted as competent. All the indicators were rated competent which shows that the school heads are competent enough in giving motivation to the teachers and staff. This would mean that motivation is given premium by the school heads as one of the cultural norm nurtured within the organization.

**Instructional Competencies (as Rated by the Teachers)**
The instructional competencies of the school heads contain ten indicators as reflected and measured in the table. This is presented in Table 2.

| Indicators on Instructional Competency | WM | Description |
|---|---|---|
| School Head assists teachers in lesson planning. | 3.94 | Competent |
| SH assists teachers in developing/selecting instructional materials | 3.96 | Competent |
| SH helps teachers to evaluate curricula and suggest changes to meet the students' needs. | 4.11 | Competent |
| SH encourages teachers to use appropriate methods of teaching. | 4.11 | Competent |
| SH assists teachers in evaluating student performance. | 4.11 | Competent |
| SH advises teachers about new developments in teaching. | 4.07 | Competent |
| SH conducts meetings with teachers to review progress. | 4.09 | Competent |
| SH communicates with administrators about instructional concerns. | 4.07 | Competent |
| SH communicates with teachers about instructional concerns. | 4.08 | Competent |
| SH promotes the exchange of ideas and materials among teachers. | 3.89 | Competent |
| **Average Weighted Mean** | **4.04** | **Competent** |

As rated by the teachers, the instructional competencies of the school heads were found to be competent at a frequency of 4.04. This proves that the school heads are proactive and dedicated to providing the best instruction in their respective schools. Further, the result also implies of the harmonious working relationships between the school heads and their teachers.

| Indicators on Professional Competency | WM | Description |
|---|---|---|
| SH directs all supervisory activities for the teachers' improvement. | 3.89 | Competent |
| SH helps to facilitate teachers' access to professional resources. | 3.97 | Competent |
| SH evaluates the performance of teachers. | 4.03 | Competent |
| SH uses evaluation as a means for development. | 3.95 | Competent |
| SH evaluates teachers only through their classroom performance. | 3.82 | Competent |
| SH uses more than one source in evaluating teachers. | 3.78 | Competent |
| SH provides feedback and offer suggestions for instructional improvement. | 3.98 | Competent |
| SH encourages teachers' professional growth. | 3.98 | Competent |
| SH conducts in-service programs to improve the performance of teachers. | 3.87 | Competent |
| SH conducts orientation activities for new teachers. | 3.83 | Competent |
| **Average Weighted Mean** | **3.91** | **Competent** |

As regards the school heads' professional competency, the teachers rated their school heads competent with a frequency of 3.91. From the teachers' perspective, they considered their school heads professionally competent. This finding implies that the school heads are very capable of their jobs and they perform their obligations competently.

| Indicators on Motivation | WM | Description |
|---|---|---|
| SH is an example of good work and behavior for me to follow. | 3.83 | Competent |
| I consider the SH as a symbol and sign of success and accomplishment in our teaching profession. | 3.79 | Competent |
| SH inspires and encourages teachers to aim high in our teaching job and in life. | 3.89 | Competent |
| SH makes me feel proud to be associated with him/her. | 3.72 | Competent |
| SH has a special ability and talent for seeing what is really important formed to consider in my teaching job and life. | 3.60 | Competent |
| SH encourages me to hope for a bright future in our teaching profession and in life. | 3.87 | Competent |
| SH inspires loyalty and commitment to the department. | 3.86 | Competent |
| SH encourages me to express my ideas and opinions in staff meetings. | 3.74 | Competent |
| SH shows a sense of duty and work commitment which he/she transmits to me. | 3.87 | Competent |
| SH stimulates and encourages teachers to participate willingly and happily in doing departmental duties. | 3.89 | Competent |
| **Average Weighted Mean** | **3.81** | **Competent** |

For motivation, the school heads were rated by their teachers competent with a frequency of 3.81. This tells that the school heads are competent enough in providing motivation to their teaching force. Likewise, this also implies that the school heads are very supportive and dedicated to assisting their teachers in attaining the educational goal and objective of the school.

**Management Behavior of the School Heads**
The management behavior of the school heads was measured through their management behavior, key processes and core components. This is presented in table 6.

*Table 6 Management Behavior of the School Heads (as Rated by the School Heads)*

| Indicators on Management Behavior | WM | Description |
|---|---|---|
| Sets a personal example of what he/she expects of others. | 4.04 | Highly Effective |
| Talks about future trends that will influence how school work gets done. | 3.86 | Highly Effective |
| Seeks out challenging opportunities that test his/ her own skills and abilities. | 3.92 | Highly Effective |
| Develops cooperative relationships among the people he/she works with. | 3.82 | Highly Effective |
| Praises people for a job well done. | 3.92 | Highly Effective |
| Spends time and energy making certain that the people he/she works with adhere to the principles and standards that they have agreed on. | 3.74 | Highly Effective |
| Describes a compelling image of what our future could be like. | 4.04 | Highly Effective |
| Challenges people to try out new and innovative ways to do their work. | 4.02 | Highly Effective |
| Actively listens to diverse points of view. | 3.70 | Highly Effective |
| Makes it a point to let people know about his/her confidence in their abilities. | 3.76 | Highly Effective |
| Follows through on promises and commitments he/she makes. | 3.70 | Highly Effective |
| Appeals to others to share an exciting dream of the future. | 3.74 | Highly Effective |
| Searches outside the formal boundaries of his/her organization for innovative ways to improve what they do. | 3.52 | Highly Effective |
| Treats others with dignity and respect. | 3.96 | Highly Effective |
| Makes sure people are creatively rewarded for their contributions to success of projects. | 3.76 | Highly Effective |
| Asks for feedback on how his/her actions affect other people's performance. | 3.76 | Highly Effective |
| Shows how their long-term interests can be realized by enlisting in a common vision. | 3.70 | Highly Effective |
| Asks "What can we learn?" when things don't go as expected. | 3.60 | Highly Effective |
| Supports the decisions that people make on their own. | 3.68 | Highly Effective |
| Publicly recognizes people who exemplify commitment to shared values. | 3.60 | Highly Effective |
| Builds consensus around a common set of values for running the organization | 3.62 | Highly Effective |
| Paints the "big picture" of what the school aspires to accomplish. | 3.54 | Highly Effective |
| Makes certain that the organization set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. | 3.72 | Highly Effective |
| Gives people a great deal of freedom and choice in deciding how to do their work. | 3.72 | Highly Effective |
| Finds ways to celebrate accomplishments. | 3.82 | Highly Effective |
| Is clear about his/her philosophy of leadership. | 3.68 | Highly Effective |

| | | |
|---|---|---|
| Speaks with genuine conviction about the higher meaning and purpose of his/her people's work. | 3.74 | Highly Effective |
| Experiments and takes risks, even when there is a chance of failure. | 3.86 | Highly Effective |
| Ensures that people grow in their jobs by learning new skills and developing themselves. | 3.66 | Highly Effective |
| Gives the members of the team lots of appreciation and support for their contributions. | 3.68 | Highly Effective |
| **Average Weighted Mean** | **3.76** | **Highly Effective** |

As gleaned in table 4 on the management behavior, the school heads were rated with an average weighted mean of 3.76 interpreted as highly effective. All the indicators of this component fell on the same category as highly effective. The data suggests that, in terms of the school heads management behavior, they are very highly effective. From this findings, implication can be drawn that the school heads exhibit the right management behavior which means that they perform their management function very well.

*Table 7 Management Behavior of School Head on Key Processes (As Rated by the School Heads)*

| Key Processes | WM | Description |
|---|---|---|
| Advocating | 3.62 | Highly Effective |
| Communicating | 3.42 | Satisfactorily Effective |
| Implementing | 3.70 | Highly Effective |
| Monitoring | 3.82 | Highly Effective |
| Planning | 3.82 | Highly Effective |
| Supporting | 3.90 | Highly Effective |
| **Average Weighted Mean** | **3.71** | Highly Effective |

As projected in the table on key processes, the school heads were found to be highly effective in this aspect with an average weighted mean of 3.71. From the given indicators, it can be observed that only communicating was rated satisfactorily effective with a weighted mean of 3.42. This data shows that communicating is weaker than the rest of the indicators. As an implication, it tells that the school heads need to relate with their teachers to improve communication between them.

*Table 8 Management Behavior of School Heads in Core Components (As Rated by the School Heads)*

| Indicators | WM | Description |
|---|---|---|
| Culture of learning and professional behavior | 3.80 | Highly Effective |
| High standards for student learning | 3.56 | Highly Effective |
| Performance accountability | 3.80 | Highly Effective |
| Quality instruction | 3.70 | Highly Effective |
| Rigorous curriculum | 3.66 | Highly Effective |
| **Average Weighted Mean** | **3.70** | **Highly Effective** |

Provided in table 6 is the management behavior of school heads in core components. They posted an average weighted mean of 3.70 equivalent to highly effective. The rest of the indicators also belonged to the category of highly effective. From the results it can be inferred that the school heads are indeed highly effective in terms of core component behaviors. From these, it would certainly imply that the school heads performed their jobs properly and maintained quality in professional behavior, standard for student learning, instruction and curriculum.

*Table 9 Management Behavior of the School Heads (as Rated by the Teachers)*

| Indicators | WM | Description |
|---|---|---|
| Sets a personal example of what he/she expects of others. | 3.99 | Highly Effective |
| Talks about future trends that will influence how school work gets done. | 4.00 | Highly Effective |
| Seeks out challenging opportunities that test his/ her own skills and abilities. | 3.87 | Highly Effective |
| Develops cooperative relationships among the people he/she works with. | 4.04 | Highly Effective |
| Praises people for a job well done. | 4.13 | Highly Effective |
| Spends time and energy making certain that the people he/she works with adhere to the principles and standards that they have agreed on. | 4.03 | Highly Effective |
| Describes a compelling image of what our future could be like. | 4.01 | Highly Effective |
| Challenges people to try out new and innovative ways to do their work. | 3.93 | Highly Effective |
| Actively listens to diverse points of view. | 4.09 | Highly Effective |
| Makes it a point to let people know about his/her confidence in their abilities. | 4.00 | Highly Effective |
| Follows through on promises and commitments he/she makes. | 3.76 | Highly Effective |
| Appeals to others to share an exciting dream of the future. | 3.83 | Highly Effective |
| Searches outside the formal boundaries of his/her organization for innovative ways to improve what they do. | 3.48 | Satisfactorily Effective |
| Treats others with dignity and respect. | 4.15 | Highly Effective |
| Makes sure people are creatively rewarded for their contributions to success of projects. | 3.84 | Highly Effective |
| Asks for feedback on how his/her actions affect other people's performance. | 3.96 | Highly Effective |
| Shows how their long-term interests can be realized by enlisting in a common vision. | 3.75 | Highly Effective |
| Asks "What can we learn?" when things don't go as expected. | 3.75 | Highly Effective |
| Supports the decisions that people make on their own. | 3.88 | Highly Effective |
| Publicly recognizes people who exemplify commitment to shared values. | 3.95 | Highly Effective |
| Builds consensus around a common set of values for running the organization | 3.87 | Highly Effective |
| Paints the "big picture" of what the school aspires to accomplish. | 3.80 | Highly Effective |
| Makes certain that the organization set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. | 3.83 | Highly Effective |
| Gives people a great deal of freedom and choice in deciding how to do their work. | 3.92 | Highly Effective |

| | | |
|---|---|---|
| Finds ways to celebrate accomplishments. | 3.93 | Highly Effective |
| Is clear about his/her philosophy of leadership. | 3.91 | Highly Effective |
| Speaks with genuine conviction about the higher meaning and purpose of his/her people's work. | 3.88 | Highly Effective |
| Experiments and takes risks, even when there is a chance of failure. | 3.72 | Highly Effective |
| Ensures that people grow in their jobs by learning new skills and developing themselves. | 3.73 | Highly Effective |
| Gives the members of the team lots of appreciation and support for their contributions. | 3.93 | Highly Effective |
| **Average Weighted Mean** | **3.90** | **Highly Effective** |

Shown in table 4 on the management behavior, the school heads were rated with an average weighted mean of 3.90 interpreted as highly effective. All the indicators of this component fell on the same category as highly effective. The data suggests that, in terms of the school heads management behavior, they are very highly effective. From this findings, implication can be drawn that the school heads exhibit the right management behavior which means that they perform their management function very well.

*Table 10 Management Behavior of School Head on Key Processes (As Rated by the Teachers)*

| Indicators | WM | Description |
|---|---|---|
| Advocating | 3.83 | Highly Effective |
| Communicating | 3.87 | Highly Effective |
| Implementing | 3.69 | Highly Effective |
| Monitoring | 3.65 | Highly Effective |
| Planning | 3.76 | Highly Effective |
| Supporting | 3.96 | Highly Effective |
| **Average Weighted Mean** | **3.79** | **Highly Effective** |

As depicted in the table on key processes, the school heads were found to be highly effective in this aspect with an average weighted mean of 3.79. All of the indicators under this aspect received descriptions of highly effective. This data shows that the school heads are highly effective in key processes of management behaviors such as in advocating, communicating, implementing, monitoring, planning and supporting. This paves the way to an implication that the school heads take their jobs properly and fully well.

*Table 11 Management Behavior of School Heads in Core Components (As Rated by the Teachers)*

| Indicators | WM | Description |
|---|---|---|
| Culture of learning and professional behavior | 3.88 | Highly Effective |
| High standards for student learning | 3.81 | Highly Effective |
| Performance accountability | 3.77 | Highly Effective |
| Quality instruction | 3.96 | Highly Effective |
| Rigorous curriculum | 3.73 | Highly Effective |
| **Average Weighted Mean** | **3.83** | **Highly Effective** |

Portrayed in table 11 is the management behavior of school heads in core components. They posted an average weighted mean of 3.83 equivalent to highly effective. The rest of the indicators also belonged to the category of highly effective. From the results it can be inferred that the school heads are indeed highly effective in terms of core component behaviors. From these, it would certainly imply that the school heads performed their jobs properly and maintained quality in professional behavior, standard for student learning, instruction and curriculum.

**Relationship of Variables**
The relationship of variables is another objective measured in the study. This was ascertained to determine whether there are or no relationships existed among these variables. This is presented in the succeeding tables.

*Table 12 Relationship between the Profile of the School Heads and Instructional Competencies*

| VARIABLE | $X^2$ | df | Asymp. Sig. | Decision |
|---|---|---|---|---|
| Gender | 25.521 | 19 | 0.144 | Ho Accepted |
| Civil Status | 72.520 | 38 | 0.001 | Ho Rejected |
| Highest Educational Attainment | 88.088 | 57 | 0.005 | Ho Accepted |

| VARIABLE | r-value | Sig.(2-tailed) | Decision |
|---|---|---|---|
| Age | 0.213 | 0.138 | Ho Accepted |
| Number of Years | 0.527 | 0.000 | Ho Rejected |

The data on table 12 presents the relationship between the profile of the school heads and their instructional competencies. For the profile variables on gender, civil status and highest educational attainment, only the civil status shows a significant relationship as correlated to instructional competencies. The computed value (72.520) was greater than  asymp. Sig.of 0.001 with the df of 38 at alpha =.005. The hypothesis that there is no significant relationship between the civil status of the school heads and their instructional competencies was rejected and therefore significant. Implication can be drawn that the school heads' civil status is directly related or affected their instructional competencies.

On the other hand, for the profile variables on age and number of years as school head, the number of years as school head shows significant relationship. The computed value for the number of years as a school head 0.000 was lesser at alpha =0.05. The hypothesis that there is no significant relationship between number of years as school head and instructional competencies of the school heads was rejected and therefore significant. Findings draw implication that the number of years as a school head directly relates or affects the instructional competencies of the school heads.

*Table 13 Relationship between the Profile of the School Heads and their Management Behavior*

| VARIABLE | $X^2$ | df | Asymp. Sig. | Decision |
|---|---|---|---|---|
| Gender | 21.354 | 26 | 0.723 | Ho Accepted |
| Civil Status | 50.838 | 52 | 0.520 | Ho Accepted |
| Highest Educational Attainment | 67.786 | 78 | 0.789 | Ho Accepted |

| VARIABLE | r-value | Sig.(2-tailed) | Decision |
|---|---|---|---|
| Age | 0.099 | 0.493 | Ho Accepted |
| Number of Years | 0.020 | 0.895 | Ho Accepted |
| | | | |

Displayed in the table is the data between the profile of the school heads and their management behavior. For the profile variables on gender, civil status, highest educational attainment, age and number of years as correlated to management behavior, the computed values of these variables were greater than the r-values. The hypothesis that there is no significant relationship between the profile and management behavior of the school heads was accepted and therefore not significant. The results imply that the profile does not relate or affect the management behavior of the school heads.

*Table 14 Relationship between Instructional Competencies and Management Behavior of School Heads*

| VARIABLE | r-value | Sig.(2-tailed) | Decision |
|---|---|---|---|
| Instructional Competency | 0.013 | 0.929 | Ho Accepted |

Highlighted in table 14 is the relationship between instructional competencies and management behavior of school heads. The computed r-value of 0.013 was lesser than the sig. value of 0.929. The hypothesis that there is no significant relationship between instructional competencies and management behavior of school heads was accepted and therefore not significant. Implication suggests that the instructional competencies do not relate to the management behavior of the school heads.

## CONCLUSION

After thorough analysis of the results based from the findings based from the findings gathered from the study, the researcher came up with a number of conclusions.

On the profile, the civil status and number of years as school head were significantly related to the instructional competencies of the school heads.

As to instructional competencies, the school heads possessed the competence in performing their job related to their position.

In professional competency, the school heads were very competent in evaluating the performance of their teachers.

On the hindsight, the instructional competencies of the school heads did not relate or affect their management behavior.

## REFERENCES

[1] Andrews, R., and Soder, R. (1987). Principal leadership and student achievement. Educational Leadership, 44(6), 9-11.
[2] Arong, F.E. and M.A. Ogbadu, 2010. Major causes of declining quality of education in Nigeria from administrative perspective: A case study of Dekina local government area. Canadian Social Science, 6(3): 183-198.
[3] Blase, J., & Blase J. (1998). Handbook of instructional leadership: How really good principals promote teaching and learning. Thousand Oaks, CA: Corwin Press.
[4] Blase, J., & Blase, J. (2004). The dark side of school leadership: Implications for administrator preparation. Leadership and Policy in Schools, 3(4), 245-273.
[5] Blase, J., & Roberts, J. (1994). The micropolitics of teacher work involvement:
[6] Effective principals' impacts on teachers. The Alberta Journal of Educational Research, 40(1), 67-94
[7] Cotton, K. (2003). Principals and student achievement: What the research says. Alexandria, VA: Association for Supervision and Curriculum Development.
[8] Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches. Thousand Oaks, CA: Sage.
[9] Daresh, J.C., M.W. Gantner, K. Dunlap and M. Hvizdak, 2000. Defining preparation and professional development for the future. Educational Administration Quarterly, 38(2): 233-256.
[10] Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. Education Policy Analysis Archives, 8(1). Retrieved January 9, 2005, from http://epaa.asu.edu/epaa/v8n1
[11] Elmore, R. (1999). Building a new structure for school leadership. American Educator, 23(4), 6-13.
[12] Elmore, R. F., & Burney, D. (1999). Investing in teacher learning: Staff development and instructional improvement. In L. Darling-Hammond & G. Sykes (Eds.), Teaching as the learning profession: Handbook of policy and practice (pp. 263-291). San Francisco, CA: Jossey-Bass.
[13] Goldring, Ellen, B. (1990). Principals' relationships with parents: the homogeneity versus the social class of the parent clientele. The Urban Review, 22(1), 1-15.
[14] Gross, N., and Herriott, R., (1965). Staff leadership in schools: A sociological study. New York, NY: Wiley.
[15] Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. Educational Administration Quarterly, 32(1), 5-44.

[16] Hallinger, P. and Murphy, J. (1986). The social context of effective schools. American Journal of Education, 94(3), 328-355.

[17] Jantzi, D. and Leithwood. K. (1996). Toward an Explanation of Variation in Teacher's Perceptions of Transformational School Leadership. Education Administration Quarterly. 32(4), 512-538.

[18] Kaplan, L. S., & Owings, W. A. (2002b). The politics of teacher quality: Implications for principals. NASSP Bulletin, 86(633), 22-41.

[19] King, B. M. (1991). Leadership efforts that facilitate classroom thoughtfulness in social studies. Madison, WI: National Center on Effective Secondary Schools.

[20] Leithwood, K. (1994). Leadership for school restructuring. Educational Administration Quarterly, 30(4), 498-518.

[21] Lashway, L., 2002. Developing instructional leaders. ERIC Digest No.160.

[22] Sheppard, B. (1996). Exploring the transformational nature of instructional leadership. The Alberta Journal of Educational Research, XLII (4), 325-344.

[23] Siens, C.M., and Ebmeier, H. (1996). Developmental supervision and the reflective thinking of teachers. Journal of Curriculum and Supervision, 11 (4), 299-319.

[24] Smith, W. F., & Andrews, R. L. (1989, August). Instructional leadership: How principals make a difference. Alexandria, VA: Association for Supervision and Curriculum Development.

[25] Stronge, J. H. (2002). Qualities of effective teachers. Alexandria, VA: Association for Supervision and Curriculum Development.

[26] Tucker, P. D. (2003). The principalship: Renewed call for instructional leadership. In D. L. Duke, M. Grogan, P. D. Tucker, & W. F. Heinecke (Eds.), Educational leadership in an age of accountability: The Virginia experience (pp. 97-113).

[27] Albany, NY: State University of New York Press.

[28] Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. Educational Administration Quarterly, 44(4), 458-495.

[29] Weber, J., 1996. Leading the instructional program. School leadership: Handbook for excellence in student learning. In Smith, C.S &Piele. P.K.(Eds). 4th Edn., California: Corwin Press.

[30] Weller, L.D. and S.J. Weller, 2002. The assistant principal: Essentials for effective school leadership. Thousand Oaks, CA: Corwin Press.

[31] Whitaker, K.S. (1998). The changing role of the principal: view from the inside. Planning and Changing, 29, 130-150.