

LEADERSHIP QUALITIES OF SCHOOL HEADS IN JIABONG DISTRICT

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The Faculty of the College of Graduate Studies
Samar State University
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In Partial Fulfilment
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Master of Arts in Education (M.A.Ed.)
Major in Educational Management

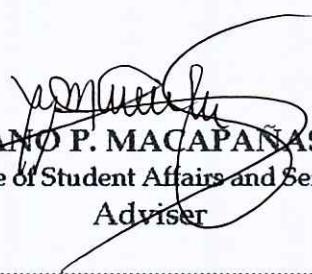
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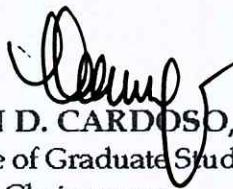
In partial fulfilment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION**, this thesis entitled "**LEADERSHIP QUALITIES OF SCHOOL HEADS IN JIABONG DISTRICT**", has been prepared and submitted by **JOSE G. GOSOSO, JR.**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

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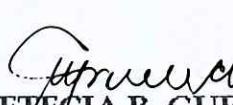

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The Researcher

DEDICATION

To my beloved Daddy and Mama

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My brothers and sisters

Jerry, Jimboy, Connie and Inday

My nephews and niece,

Kenneth, Kerby, Kimberly, C J Katkat,

Tintin, Tonton, Clarisse and Jerome

My precious jewels in life

Jude Ivan, Jade Ian and Joy Vanessa

My wife Vangie,

And most of all to DepEd Jiabong District Family and

To Our Lord Jesus Christ – the fountain of Divine Guidance and Inspirations.

- Jojo

ABSTRACT

This study assessed the relationship of leadership qualities and teaching personnel performances in terms of integrity, competence, courage, vision and inspiration in the District of Jiabong, Division of Samar during the school year 2010-2011. The descriptive-developmental research method was employed in this study using the questionnaire as the main instrument in gathering the needed data. In terms of the relationships between the performance of the teaching personnel and the leadership qualities of the school heads as perceived by themselves, the following are the results of the relationship analyzes; along integrity, competencies in planning, controlling, organizing, leading, courage, vision and inspiring, have a computed values of 0.140, 0.890, 0.692, 0.420, 0.796, 0.094, 1.752, and 1.56, respectively. All these values proved to be lesser than the critical value of 1.96 at 0.05 level of significance, $df= 87$ which led to the acceptance of the null hypothesis. Thus, there is no significant relationship between the performance of the teaching personnel and the leadership qualities of the school heads. On the leadership qualities along with integrity, competence, courage, vision school heads and teaching personnel-respondents had conformed to the same opinion that all of these leadership qualities of school heads presented as perceived by themselves were rated as very satisfactory. This implies that these groups of respondents have rated it objectively. However, it was only in the teaching personnel-respondents group that the leadership qualities of the school heads were rated by themselves as satisfactory. Based on the perceptions of the teaching personnel-respondents, it can be implied that there is a need for further training among the school heads in Jiabong district on leadership qualities so that they could perform their job effectively and efficiently.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Leadership is necessary to bring about unity in an organization. It is the major process by which the leader can influence the attitudes and behavior of his or her subordinates. Leaders emerge and become effective when they possess certain qualities of leadership. Today, there is an urgent need for leadership in the society wherein its emphasis is focused on high performance leaders who are more active to get more than what is expected and generally function each time whenever he or she arrive at work. The challenge of today calls for leaders whose level of performance is highly directed toward helping the organization to attain its goal and accomplish its mission (Leveriza, 1983: 27).

It is sad to note that from 2007 to 2010 grade three National Achievement Test (NAT) of Jiabong District, the mean percentage score (MPS) were 63.30, 66.07, and 74.03 respectively obviously below the target 75.00 percent mastery level. In addition, 2007-2008 Grade VI NAT results MPS by school revealed that of the 10 elementary schools of Jiabong District four failed to achieve the 75.00 percent mastery level, to wit: Camaruboan 63.22, Casapa 64.82, Malino 59.40 and Parina 69.07 with an overall MPS of only 73.25. While the 2008-2009 Grade VI NAT results MPS by school shown better with an overall MPS of 76.10, five elementary schools out of 10 elementary schools failed to achieve the target 75

percent mastery level, namely: Camaruboan 69.71, Cantongtong 74.00, Casapa 73.08, Malino 70.45 and San Fernando 69.93.

It is worthy to mention that the MPS tend to fluctuate each year. One could surmise that something is wrong somewhere. The results may not be appalling as it is, but varied interpretation may be deduced. The researcher believes that the school heads leadership qualities in effecting quality instruction have repercussion of the performance of the teaching personnel. School heads are the key persons in every cluster of schools in educational system. They are seen as having the greatest impact on the performance of the teaching personnel and the learning pupils and held more accountable for educational outcomes. The degree of success the of schools attain greatly could be attributed to the school heads leadership qualities.

In view of the realities just mentioned, it became necessary that school heads be trained and developed with needed leadership qualities which would contribute their competence, efficiency and effectiveness in the performance of their job. It is in this light of this study that an assessment of school heads leadership qualities was conducted.

As a leader, he or she should be recognized among its members in a group since he or she is superior both knowledge and skills in accomplishing the goals and objectives of the organization. Such leaders are urgently needed in a democratic society because leadership has the responsibility to discover goals and objectives which are important, calling for a cooperative effort to set up a

system of values which enables the group to define as well as to select the needs and interest of major concern of the organization.

According to Huesynski (1987: 84), leadership is the lifting of a man's vision to a higher height, the raising of a man's personality beyond its normal limitations. Nothing better prepares the ground for such leadership than a spirit of management that confirms in the day-to-day practices of the organization with strict principles of conduct and responsibility, high standards of performance and respect for the subordinates and his work.

The school heads are the right persons in school who are responsible on putting in place quality education in their respective schools. But, it may depend on him on the kind and quality of leadership he practices. The success and failure of the school is dependent on the quality of leaders in any organization and the same is true also those who belong in the academe.

Elementary school heads is looked upon by many since he/she is the key and right person for improving quality education in the DepEd. As a leader, he/she is the leader of teachers and pupils in the school. He/she has the great impact in terms of the performance of the reaching personnel and the learning outcome of the pupils inside the classroom where at all times, he/she will be accountable for any result.

With all facts and ideas about an ideal leader, the researcher would like to study on what particular practices on leadership qualities particularly the head teachers that have much influence on the performance of teachers.

As a preliminary observation of the researcher, the head teachers in the different elementary schools within the Jiabong district adopt different practices on leadership qualities as they consider it as ideal and appropriate in a particular situation. These leadership qualities that are currently practiced by themselves need to be examined and assessed. These leadership qualities include: integrity, competence, courage, vision, and inspiring. These need to be enhanced and strengthens by the school heads since it may also affect on the performance of the teachers.

It is in the light that the researcher conducted this particular study on the leadership qualities practiced by the school heads in Jiabong district, in the Division of Samar.

Statement of the Problem

This study assessed the relationship of leadership qualities and teaching personnel performances in terms of integrity, competence, courage, vision and inspiring in the District of Jiabong, Division of Samar during the school year 2010-2011.

Specifically, it sought to answer the following questions.

1. What is the profile of the elementary school heads in Jiabong District with respect to:
 - 1.1 age and sex;
 - 1.2 educational qualification;

- 1.3 length of service as school head;
 - 1.4 place of assignment;
 - 1.5 in-service training attended;
 - 1.6 no. of teachers supervised;
 - 1.7 monthly income;
 - 1.8 honors and awards received, and
 - 1.9 performance rating?
2. What is the performance of the teaching personnel in Jiabong District based on the Performance Appraisal System for Teachers (PAST)?
 3. To what extent do school heads exhibit the following leadership qualities as perceived by themselves, the supervisors and the teaching personnel in terms of:
 - 3.1 integrity;
 - 3.2 competence;
 - 3.2.1 planning;
 - 3.2.2 coordinating and controlling;
 - 3.2.3 organizing; and
 - 3.2.4 leading
 - 3.3 courage;
 - 3.4 vision, and
 - 3.5 inspiring?

4. Are there significant differences among the perceptions of the three groups of respondents on the extent to which the following leadership qualities are practiced by the school heads:

- 4.1 integrity;
- 4.2 competence:
 - 4.2.1 planning;
 - 4.2.2 coordinating and controlling;
 - 4.2.3 organizing; and
 - 4.2.4 leading;
- 4.3 courage;
- 4.4 vision, and
- 4.5 inspiring?

5. Is there a significant relationship between the performance of the teaching personnel and the leadership qualities of the school heads as to:

- 5.1 integrity;
- 5.2 competence:
 - 5.2.1 planning;
 - 5.2.2 coordinating and controlling;
 - 5.2.3 organizing; and
 - 5.2.4 leading;
- 5.3 courage;
- 5.4 vision, and

5.5 inspiring?

6. What supervisory training program for elementary school heads could be developed based on the findings of the study?

Hypotheses

Based on the aforelisted specific questions, the following hypotheses were drawn and tested:

1. There are no significant differences among the perceptions of the three groups of respondents on the extent to which the following leadership qualities are practiced by the school heads:

1.1 integrity;

1.2 competence:

1.2.1 planning;

1.2.2 coordinating and controlling;

1.2.3 organizing; and

1.2.4 leading;

1.3 courage;

1.4 vision; and

1.5 inspiring.

2. There is no significant relationship between the leadership qualities practiced by the school heads and the performance of the teaching personnel.

Theoretical Framework

The study on leadership qualities exhibited by the school heads in Jiabong District as it affects the performance of the teaching personnel adopted the core traits theory (Kassin, 2003). These are the traits without which there could be no leadership. They are the traits that followers desire and look for in a leader. Without followers and without demonstrating these core traits a leader will not exist.

The first three of these core traits – integrity, competence and courage – form the core values emphasized by all the military services today, thus, they also appear at the top of the lists of traits emphasized in military training. They are emphasized based on tradition and experience, derived from the views of military leaders since world war two until today. In addition to the three core traits, Lizardo (1986) adds two more core traits which are vision and inspiring.

Despite the different perspective – military, intelligence, academic researchers, authors on leadership or the public – there is a strong consensus on the core traits required of a Leader. Integrity, competence and courage to generate trust and vision and inspiring to lead change.

The three traits are inter-related. Courage is the result of Integrity and competence. That is because courage comes from self-confidence. And self-confidence comes from knowing that, in the past, you have been able to maintain the Integrity to do what is right. And knowing from practice and experience that you have the professional and leadership competence to do what is required.

Thus, if you have constantly maintained your Integrity and developed your broad professional and leadership competence, you will have courage the courage to do what is right. Then, from having the courage to take the risk and do what is right, you will demonstrate your Integrity once again and enhance your track record as a Competent Leader.

To get teachers to recognize that the environment in which they work has changed and to accept the need to change the way they work to improve their own professional capabilities and the organizations capabilities a requires a Leader with the personal trait of vision and strategy who can lead the creation and adoption of a vision for an organization.

The leader who has real vision is the one who approaches life as creative work, has an encompassing philosophy that is based on competence direction and focus and is involved in continuous learning. This vision is a more of a calling than an idea. These visions are grounded in reality but always seeking opportunity to implement the vision and bring about change. They must be fostered to be a leader (Cohen, 1990:234).

In addition, this study also adopted the theory of Hughes, et al. (1999: 108) when they stated that leadership consists of a set of desired skills, values, and behavior, the organization feel its leaders need in order to successfully meet its current and future challenges in the educational system.

Conceptual Framework

In Figure 1, the paradigm shows the research environment, the school heads that includes: the supervisor, principals, head teachers/TIC's and the teaching personnel that comprises the following clusters: 1) Jiabong Central Elementary School, 2) Jia-an Elementary/Bawang Primary School, 3) Catalina Elementary/ Tagbayaon/ Macabetas/ Candayaao/ Jidanao Primary School, 4) Malobago Elementary School, 5) Camaruboan Elementary School, 6) Malinao Elementary/ Hinaga/ Lulugayan / Garcia / Salvacion Primary School, 7) Cantongtong / Victory/ Mercedes/ San Miguel/ Nagbac Primary School, 8) Parina Elementary/ Cristina/ Dagongan Primary School, 9) Casapa Elementary/ San Andres/ Bugho Primary School, and 10) San Fernando Elementary School considered as respondent-schools headed by principals, head teachers/ TIC's and a supervisor, respectively.

The big arrows signify the upward movement of the paradigm. The major variables are the practices of school heads' leadership qualities and teachers' level of performance as perceived by the school heads themselves and the teaching personnel which lead them to work efficiently and effectively as shown also in the side frame.

The relationship between each variables is presented by an arrow on the extent to which the leadership qualities practiced by school heads influence on teachers' performance as perceived by themselves.

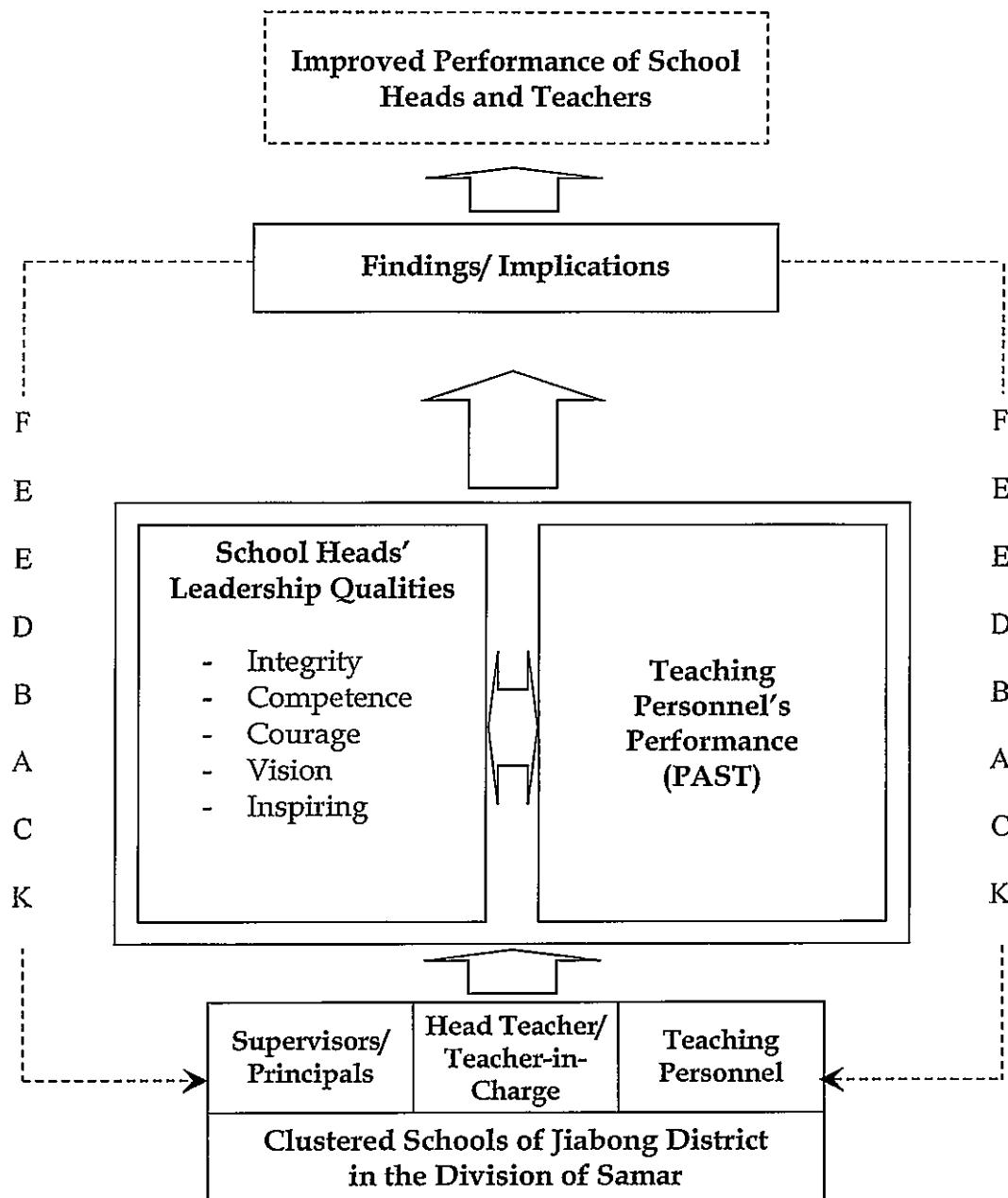


Figure 1. Conceptual Framework of the Study

These practiced leadership qualities as perceived by themselves would serve as feedback to the district supervisor and therein undergo a thorough and in-depth study for any reforms as well as policy redirection towards the development of an effective and efficient leader which is expected as well as its effect in terms of the level of performance of the teaching personnel in Jiabong District.

Significance of the Study

This study on leadership qualities would benefit to the school heads, the supervisors, the principals, the teachers, the future researchers, as well as the community. The findings of this study would be significant to the following:

The school heads. The outcome of this study would enable the school heads to know which leadership qualities practiced by school heads is acceptable to the teaching personnel and give insights into the needs and problems of their respective clustered schools so that it can help them upgrade professionally through staff development.

The teaching personnel. The findings of this study would influence the relationship between the teachers and school heads and encourage them to upgrade their educational qualification and job acceptance so that they can avail privileges in terms of promotion to higher positions and salary increases as a result of very satisfactory performance.

The DepEd officials. The result of this study was used by DepEd officials in the school/district as basis for policy redirection to improve leadership qualities among school heads in order that their subordinates would become more cooperative and helpful, thereby ensuring professional efficiency and effectiveness.

The pupils. The pupils would likewise benefit from this study through effective and efficient delivery of instruction of the teachers as a result harmonious relationship between the leader and his subordinates in school as influence by the findings of this study.

The community. The community would be assured of the cooperative effort of the school heads, teachers, and pupils in every activities of the school for the development and progress of the community.

The future researchers. Results and findings of this study would serve as a reference material for future researchers who would be motivated to conduct a parallel inquiry to this present study.

Scope and Delimitation

This study assessed the leadership qualities of elementary school heads of Jiabong District, Samar Division and its effect to the performance of teaching personnel in terms of integrity, competence, courage, vision and inspiring. All cluster of schools of Jiabong District were involved in this study, to wit: 1) Jiabong Central Elementary School, 2) Jia-an Elementary/Bawang Primary

School, 3) Catalina Elementary/ Tagbayaon/ Macabetas/ Candayaao/ Jidanao Primary School, 4) Malobago Elementary School, 5) Camaruboan Elementary School, 6) Malinao Elementary/ Hinaga/ Lulugayan / Garcia / Salvacion Primary School, 7) Cantongtong / Victory/ Mercedes/ San Miguel/ Nagbac Primary School, 8) Parina Elementary/ Cristina/ Dagongan Primary School, 9) Casapa Elementary/ San Andres/ Bugho Primary School, and 10) San Fernando Elementary School, respectively.

There were three groups of respondents. The first group was composed of four (4) District Supervisor/principals; the second group was composed seven (7) Head Teachers/Teacher-In-Charge; and the third group composed of 89 teaching personnel of Jiabong District.

This study was conducted during the school year 2010-2011.

Definition of Terms

In order to establish a common frame of understanding and reference, the following terms are herein defined conceptually and operationally as used in this study.

Cluster of school. A group of schools which are geographically contiguous and brought together to improve the learning outcomes (R.A. 9155, Governance of Basic Education Act, 2001). Operationally, it refers to 10 clustered schools; Jiabong Central, Jia-an Cluster, Catalina Cluster, Malobago Cluster,

Camaruboan Cluster, Malino Cluster, Contongtong Cluster, Parina Cluster, Casapa Cluster and San Fernando Cluster.

Competence. Having a winning track record (Kouzes and Posner, <http://ebiz.netopia.com/Learntolead/leadershiptraitsand%20qualities1>). In this study, it refers to the leadership qualities of the school heads in Jiabong District in terms of their level of competencies as perceived by the three groups of respondents.

Controlling. A systematic effort to set performance standards with planning objectives, to design information feedback systems, to compare actual performance with the predetermined standards, to determine whether there are any deviations and to measure their significance, and to take any action required to assure that all corporate resources are being used in the most effective and efficient way possible in achieving corporate objectives (Aquino 2000:387). Operationally, it refers to the leadership qualities of the school heads in Jiabong district in terms of the way how they performed based on standards as perceived by the three groups of respondents.

Coordinating. The process of linking the activities of the various departments of the organization (Griffin, 1987: 311). In this study, it refers to the leadership qualities of the school heads in Jiabong district in terms of the way they link various activities of the teaching staff and personnel in the DepEd as perceived by the three groups of respondents.

Courage. Willingness to take risk and set the example by being out in front when fighting starts. Moral courage is the same thing, the willingness to take risks, even at the cost of your personal career and future, even it may seem initially to reflect poorly on the organization, be against the desires of seniors or be politically incorrect (The Course: Leadership for Intelligence Professionals, 2010,14). In this study, it refers to the leadership qualities of the school heads in Jiabong district in terms of the willingness to gamble and taking the risk especially in making decisions for the good and welfare of the organization as perceived by the three groups of respondents.

Input. An effect or influence resulting from contributing opinions, information, suggestions, etc. (Webster, 1995: 502). Operationally, it means the leadership qualities exhibited by school heads as perceived by the teaching personnel and school heads.

Inspiring. Telling people how your organization is going to change the world; showing people the big picture and helping them see beyond a narrow focus and understand how their part fits into the big picture. (The Course: Leadership for Intelligence Professionals, 2010:17). In this study, it refers to the leadership qualities of the school heads in Jiabong district in terms of the way how he motivate and tell the members of the originality relative to their contribution of performance as perceived by the three groups of respondents.

Integrity. Honest in word, deed and mind; do what they believed in their mind is right to do in accordance with higher principle that a leader expected to

hold, based on their own personal morals or belief, the oath that they have taken, the principles espoused by the nation the core values or service and the tradition of the organization; set consistently with previous actions that they have taken which may have demonstrated their belief in certain principles (The Course: Leadership for Intelligence Professionals, 2010:10) in this study, it refers to the leadership qualities of the school heads in Jiabong district in terms of his belief of doing morals or right thing for the good and welfare of the organization.

Leadership. This term refers to a process of influencing the activities is an organized group in the task of goal setting and goal achieving (Stogdill, 1998:116). Operationally, it refers to the attitude, knowledge and skill of the school heads and teaching personnel in performing their role and functions in their respective schools

Leading. This term refers to the role or functions involving the motivation, direction, supervision, guidance and evaluation of others for the purpose of accomplishing a task, (Fiedler, 1984: 273). As used in the study, it refers to the way how school heads in Jiabong district motivates, directs, supervises, guides and evaluates the performance of his subordinates in the organization in order to achieve its goal and objectives.

Leadership qualities. This term refers to the traits, abilities and skill of a leader in directing to his subordinates in the organization (Stogdill, 1948: 116). As used in this study, it refers to the various leadership qualities practiced by the

school heads in Jiabong district that includes: integrity, competence, courage, vision and strategy, and inspiring.

Organizing. The process of making the organization's structure fit with its objectives, its resources, its environment (Aquino 2000: 309). In this study, it refers to the management capabilities of the school heads in Jiabong district to use human resources to meet its goal, mission, vision, and objectives of his organization.

Perception. This term refers to the act of perceiving or something perceived (Webster, 1994: 347). In this study, perception is the weighted responses of the school heads and the teachers under their leadership quality practices.

Performance. This term refers to the act of process of carrying out of something (Webster, 1979: 1678). As used in this study, it refers to the actual performance f school heads and the teachers in Jiabong district where it is indicated in the performance rating form.

Planning. Involves selecting missions and objectives and the actions to achieve them; it requires decision making, that is, choosing from among alternative future courses of action (Aguino 2000:369). As used in this study, it refers to the management function of the school heads in Jiabong district to think ahead in the future for the development of his organization.

School heads. A person responsible for the administrative and instructional supervision of the school or cluster of schools R.A. 9155,

Governance of Basic Education Act, 2001). Operationally, it refers to the District Supervisor, principals, head teachers and Teacher-In-Charge (TIC) in Jiabong District.

Teaching personnel. This refers to those persons employed in an official capacity for giving instruction whether public or private (Good, 1945: 294). As used in this study, it refers to elementary classroom teachers who are teaching a monograde class (one class), combination classes (two classes/grade levels) or a multigrade classes (three grade levels).

Vision. A sense of the future. It is an imagined possibility, stretching beyond today's capability, providing an intellectual bridge from today to tomorrow and forming a basis for looking ahead, not affirming the past or the status quo (The Course: Leadership for Intelligence Professionals, 2010: 20). In this study, this term refers to the capability of the school heads of being futuristic in terms of development of his/her school.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the literature and studies that are related to the present study. The researcher reviewed important documents, books, magazines, and journals as well as related studies obtained from unpublished master's theses, dissertations, and other research papers that are useful in this particular study. These materials contributed a lot in order to have better insights in the conduct of this present study.

Related Literature

The characteristics of the new work culture in leadership are one role of a manager in attaining the goals and objectives of the organization.

In the course, Leadership for Intelligence Professionals (2010: 29) explicitly described that there are five core traits or personal qualities that are critical to successful leadership today.

To gain the trust of followers: integrity, competence, courage display these and you will be a trusted leader.

To lead change: vision, inspiring, add these and you will be an effective leader.

Demonstrate the first three and you will be selected as a leader. It is when you put all five of these together you will become what Kouzes and Posner call a

"credible leader." Burns seemingly relies on Kouzes and Posner when writing on political and presidential leadership.

...a recent study has shown, want leaders who are forward looking-steering a definite course, alert to where they are headed. They look to leaders for inspiration, and of course the competence required to pursue their effectively. More than anything else – and significantly – they want honesty in their leaders. They want leaders to make clear where they stand. They want leader to speak the truth. They want them to keep their promise. They want leaders who are worthy pf their trust.

Such an eminent scholar, teacher and writer on leadership citing them lend strong credence to the view that those traits are core traits required by any leader.

On the other hand, if you do not have those five, you might be what Barbara Kellerman describes as a "bad leader" that is, incompetent" (no competence), "rigid" (inability to create or accept vision), "intemperate" (certainly not inspiring), "callous" (lack of the courage to be caring), "corrupt" (failure of integrity), "insular" (prevents being inspiring or caring), "evil" (total lack of integrity).

According to Harris (1989: 28), leadership has a range of activities and responsibilities to be considered as follows: 1) cultural awareness being conscious and up-to-date on organizational culture, policies, priorities, and power issues in relation to external issues, trends and development on economic political, social, technological conditions and trends; 2) internal organizational communication and information exchanges such as keeping the subordinate

informed, information interface with other units; 3) public relations, work unit relation with its internal and external publics that involves representation of what the unit are doing to other units in the organization; 4) coordination, performing liaison functions and integrating work units activities to create synergy with other organizational units; 5) planning, developing and deciding upon long-term objectives, goals, strategies, priorities planning for change of alternative courses of action; 6) implementation, converting the above plans into short-term targets and activities by scheduling and appropriate decision-making; 7) financial management, monitoring financial controls such as budgeting that includes preparing, justifying and administering funds invested in unit activities; 8) material resource management, assuring availability of adequate supplies and materials, equipment and facilities to carry on the activities, overseeing procurement of the organization; 9) human resource management, projecting number of staff required and effective human resource development system of the organization; 10) supervision, providing continuous monitoring, guidance and coaching subordinates so that activities are accomplished while recognizing high performance and correcting low productivity situations; 11) monitoring and scanning, keeping informed on overall status of activities, identifying problem issues for corrective actions, and 12) performance evaluation, action research to critically assess the degree to which the organization is achieving on program, goals, targets as well as an overall effectiveness in work operations.

Borromeo (1993: 1-2) reiterated that effective schools do not happen by chance. They result from the right combination of various factors. Educational managers must understand the factors that produce the climate that enables certain schools to win pre-eminence or to emerge as institutions to be emulated.

He cited further that one of the attributes of a leader is empathy in which it is in the imaginative projection of one's consciousness into another being. School heads without empathy must set objective conditions and values and assume that the subordinate have the same ones. There are school leaders who: 1) make assignment and activities that are impossible for the teachers to carry out successfully; 2) fail to provide the necessary instructions when giving assignments; 3) establish goals for subordinates for a unilateral basic without the necessary input and agreement on the part of the subordinates; 4) fail to communicate periodically with the subordinates; 5) fail to recognize the importance of any unforeseen development that make it possible for the job to be done; 6) fail to provide the motivation necessary to the success of the subordinate whether the motivation is financial.

The second qualities or attributes of a leader that he mentioned is objectivity. Institutional leaders must observe and trace the causes of events emotionally. It is vital for a leader to evaluate from a distance and he must determine the actual causes of results and take necessary steps to correct the mistakes.

McNeil, et al. (1989: 30-32) stressed that leadership is the part of the organization that concern itself with people. It is the human dimension, the person, who successfully marshals human collaborations to achieve particular ends. A great leader is one who can do so day-after-day and year-after-year in a wide variety of circumstances. The leader's unique achievement is a human and social one which stems from understanding fellow workers and the relationship of their individual goals to the group goals that must be carried out.

Leadership seeks to orchestrate the dynamics of people. Working with people may sometimes be irrational, emotional, uncontrollable, and even unpredictable. Leadership develops an inspirational context using vision and values to create a sense of purpose and commitment. Leadership properly deployed integrates people as teams. The teams have purposes, and those purposes will in turn bring about vision.

Leadership is also defined as the ability to influence the behavior of other people and that a leader is not only sufficiently equipped with his know-how but he is also genuinely interested in the development of people, he should not seek the change simply to dominate them for personal interest but for them to develop their capability in solving organization problems (Ramusso, 1997: 14).

Gorton (1976: 65) cited on the concept of school administration where he identified six major behavior of a leader: 1) disciplinarian; 2) human resource facilitator; 3) change agent, and 4) conflict mediator. He commented that school administration was talked about by some as the administration and supervision

of teachers and the school plant and other activities were related to the curriculum making and pupils' development.

On the other hand, Andres (1980: 214-219) expressed his views that school heads should possess the ability to understand some systematic approaches in making change. It is important to consider that in any area of administrative functions, there are some reasons that should be taken into consideration: 1) there is a standard method of solving any managerial problem, which is a useless approach since there are some factors to be considered in any situation in which there are organizations that are distinct in nature and unique within themselves.

Some researchers have concluded that effective leadership seemed to depend on a number of variables. No one trait was common to all effective leaders and no one style was most effective in all situations. Because of these, researchers tried to identify the factors that influence the effectiveness of a particular leadership style as follows: 1) the leaders' personality, past experience, and expectations wherein a manager's values, background and experience will affect his/her choice of style; 2) the superiors expectations and behavior wherein the leadership style and behavior is very important in determining the orientation a manager will select; 3) the subordinates characteristics, expectations and behavior. The subordinates play a critical role in influencing the manager's leadership style because the response of subordinates to the manager's leadership determines how effective the manager will be; 4) the requirement of the task, the nature of subordinates' job responsibilities will also affect the type of

leadership style a manager will use; 5) the organizational culture and policies. The culture of an organization shapes both the leaders' behavior and the expectations of subordinates. The state policies of the organization also affect a manager's leadership style, and 6) the expectation and behavior of peers. Managers form friendship with their colleagues in the organization and the opinion of these colleagues matter to them. In many ways, the behavior of the manager affects and influences that of their associates (Clemens, 1985: 91-112).

Estacio (1984: 109) believed that an effective leader is one that adapts to the unique demands of a given situation. She pointed out three distinct types of leadership which are as follows: 1) autocratic, the leader commands and expects compliance from his subordinates; 2) participatory, wherein the leader consults his subordinates on actions and decisions and encourages group participation, and 3) supportive leader, who does not only consult but support his subordinates to accomplish assigned tasks.

Franco (1985: 41) reiterated that there are educational leaders who possess much knowledge of management, yet they fail to qualify as competent because of not fully exercising the art of management. As managers, they must find that they are constantly confronted with crises after another. The reason for this is that they do not plan, they do not look ahead. In planning, school manager contemplates different alternative courses of action that are available. Another is that the use of human element in management staffing is utilizing human element where it is a managerial function of selecting and training of employees.

It also involves the problem and appraising of their performance of promoting them, and providing them with opportunities for their development wherein as school manager, he must be knowledgeable in directing his subordinates.

To emphasize further on management in terms of leadership, Fiedler (1970: 237-239) defines it as a personal relationship in which one person directs, coordinates, and supervises others in the performance of a common task. Management comprises not only leadership but also responsibility for result. A manager can lead in either of two ways: 1) by being highly directive on what to do and how to do it; 2) by involving the group in planning and executing of the tasks, resulting to the sharing of leadership responsibilities.

He further cited that a successful organization has two important characteristics to wit: 1) leadership, and 2) teamwork. He said that the present system of organization requires adaptable leaders who can match leadership actions to their subordinates' performance needs. As educational manager, he must learn how to lead where they need to work with other people in the availability of scarce resources.

However, Miles (1969: 72) have enumerated five groupings of the leadership functions of man leadership roles listed and they are as follows: 1) motivating function which is keeping the group action moving such as pointing out goals as well as proposing procedure clarifying, 2) regulating function that influence the tempo of the work group, 3) informing function that would bring information to the group, 4) supporting function in creating the necessary

emotional climate that holds the group together and makes it easy for the members to contribute to work on the assigned task, 5) evaluating function to help the group to evaluate its decisions, goals, and procedures.

He stressed further that leadership has the responsibility to improve human relations within the group to furnish expertness along certain lives and it generate leadership to others.

Herzberg's theory as cited by Ausner and Synderman (1980: 496-497) has enunciated a motivational theory that includes two factors, namely: 1) the motivational factors, and 2) the maintenance factors that motivate subordinates to do superior performance are as follows, to wit: 1) achievement, which refers to a feeling of personal accomplishment and the feeling of having done a job well, 2) recognition, it refers to the state of being recognized for doing a job well such as being complemented by the boss or receiving reward, 3) participation, it refers to being personally involved in one's work having some responsibilities in making decisions about one's job, 4) growth, it applies the challenges of the job itself and the chance to learn skills as well as acquire knowledge and achieve development and advancement.

Moreover, Cohen (1990: 40) described some rules for effective leadership, to wit: 1) if you want people to follow, you make them feel important, 2) if you have a vision and you communicate it to others, you will succeed through the odds which are against you, 3) treat them as you would like to be treated yourself and put the welfare of those you lead about your own welfare, 4) take

responsibility of your actions and admit your mistakes, 5) praise in public, criticize in private, 6) take time to see, and 7) use competition to make striving a game.

Considering on the aforementioned concepts in terms of leadership, the importance of motivation on management should not be taken into account. Since school heads must work with their employees as well as they must also be responsible and accountable where they should set targets and priorities. Thinking and analyzing particular situations is needed, they must be mediators within the group and they must be wise in making their decisions. School managers need these roles in managing the organization as the need arises (Stoner and Wankel, 1987: 22-30).

Related Studies

Concerning about the study on elementary school heads in terms of leadership qualities they practiced in their respective district, a review will be made on various thesis as well as dissertations that will be found in various libraries.

Alegre (2005) in her study entitled "Administrators' Supervisory Skills on Teachers' Performance" concluded that: 1) the level of supervisory competence of administrators along visioning skills, planning skills, teaching, supervisory skills, socio-cultural skills, human-relationship skills is very satisfactory; 2) the

teacher's level of performance along lesson/planning/delivery, technical assistance, learners achievement, school-home and community development.

The study of Alegre has relevance to the present study considering that both studies delved interpersonal aspect of leadership. However, the two studies differ since the former focused on the supervisory skills in relation with the performance of teachers while the presents study dealt with the influence of leadership qualities practiced by the school heads in Jiabong district.

Osias (2001) conducted a study on "Managerial Attributes of SUC's Presidents in eastern Visayas: A Background Study." The findings revealed that the key officials, teacher, non-teaching personnel, and students had high level perception on the management capabilities of SUC's presidents iN Eastern Visayas. The SUC's presidents also perceived themselves highly on their capability on managerial attributes as administrators.

It was concluded that SUC's presidents in Eastern Visayas were highly qualified to hold their positions of SUC's presidents. They had high level of perceptions on their own management capabilities and were highly capable in governing efficiently and effectively their respective colleges and universities. It was recommended to undertake a periodic self-assessment on management styles and capabilities in order to find out the areas where one was weak and strong.

The foregoing study was similar to the present study considering that both studies were concerned on the managerial attributes or competencies of

school/administrators. However, they differed in the sense that the foregoing study focused on the managerial attributes of SUC's presidents as a background study while the present study concerned on the leadership qualities of school heads which involved not just school principals but head teachers and teacher-in-charge.

Dacutanan (2003) in her study on the "Competencies of the Elementary School Principals from High and Low Performing Schools in the Division of Samar: Basis for A Training Program" revealed that the elementary school principals in high and low performing schools were in their early 50s and considerably mature for their present position. The pupils in the high performing schools performed better than the pupils in the low performing schools by learning or subject area. Both the two groups of principals were very satisfactory on terms of the following competencies: 1) vision and strategy, 2) management skills, 3) communication skills, 4) personal values, 5) sponsoring change, 6) motivation and development, 7) aligning people, and 8) achieving results. Public elementary school principals need to undergo training program on competencies to enhance their management capabilities to help improve the school performance.

She recommended further, that to improve the public school principals' competencies from very satisfactory to outstanding, Samar Division Office should provide a series of training program with emphasis on the enhancement

of elementary school principal competencies in school management and leadership.

The foregoing study was likewise similar to the present study considering that both studies were concerned on managerial attributes and qualities of school leaders. However, they may differ in terms of the nature, scope, venue, and the number of respondents involved in the study while the present study is concerned on the leadership qualities practiced by school heads in the school/district of Jiabong.

The study of Nabelon (2001) was geared towards the motivational level and performance of educational leaders in the elementary schools in the Division of Samar and its influence to their job performance. Based on the findings of the study, she recommended that: 1) Educational managers possess the qualifications best suited to the positions they are in and manifested competence and expertise in the field of administration and supervision; 2) there is a significant difference between the perceptions of the educational managers and their respective teachers relative to their level of motivation on long-life values, individual competencies, human resource management and support, 3) there is a significant difference between the perceptions of the educational managers and their teachers relative to their level of performance along planning, coordinating, communication, financial management, implementation, monitoring and supervision, evaluation and public relations.

The noted differences can be attributed to the independence of the two categories of respondents in giving their perceptions. The educational managers based their self-assessment on their actual accomplishments and experiences while the teachers based merely on observations, and 4) the higher the motivational level of educational managers, the higher their performance also. Likewise, if and when their motivational level is low, their performance will tend to be low also.

She recommended the following: 1) district supervisor must be supportive to the principals with their administration and supervision functions, as well as their plans and programs for the good of the school and should not serve as "stumbling block" to their professional growth and remarkable performance; 2) DepEd-Samar should establish professional opportunities such as: foreign scholarships and the like, to reward the remarkable performance of educational managers; 3) considering that performance of educational managers is relatively related to its motivational level, there is a need for top management to maintain the motivational level of the educational managers by giving its full support to all its programs and boost their morale; 4) there is need for the agency to implement religiously/seriously the award and incentive system in order to encourage educational managers to maintain their performance or increase it to a higher level, thus, the vision of the department for quality education will surely be attained, and 5) a continuing professional development is encouraged to all educational managers to pursue and finish post-graduate degree.

The study of Nabelon is parallel to this present study for reason that both studies attempted to assess performances. But since the former study delved on the level of motivation and performance of educational managers and the present study on the extent of leadership qualities practiced by the school heads and its influence to the performance of the teaching personnel, they differ.

Doroja's (2000) study evolved a supervising enhancement program based on the interpersonal values and competency needs of public elementary school principals in the division of Samar. The study employed the descriptive-developmental method of research using Science of Interpersonal Values in determining the elementary school principals' interpersonal values and a questionnaire adopted from Han's categories of management functions. Based on the findings of the study, she concluded that 1) principals in central and non-central schools were considerably matured, mostly female, educationally fitted, adequate salary, and well-performing in their respective schools, 2) the interpersonal values that the elementary school principals considered the interpersonal values of conformity and leadership as the most important to them. They considered recognition support and independence at least important, 3) the elementary school principals from both central and non-central schools needed more enhancement in the following, to wit: a) preparation of educational plans, programs, and projects and institutional program considering the vision, mission, goals of the school system, b) delegation of responsibilities, c) rationalization of assignment and scheduling, d) building teamwork and

support, e) establishing and maintaining of adequate supervisory and evaluation system of plans, programs and projects, and f) work ethics and human resource skills towards generating and maintaining productive work and relationship, 4) Based on the perceptions of the three groups of respondents, the central school of principals did have not the same competency needs along the four management functions, although they were assigned to the same type of school, whereas, the non-central school principals showed similar competency needs along planning, but they differed along organizing, leading, directing, controlling, and coordinating, 5) The central and non-central school principals had similar competency needs along the four management functions, therefore their areas for enhancement were the same, 6) the degree of need for the competencies of elementary school principals was not influenced by the principal-related characteristics such as; age, civil status, annual salary, educational qualification, training, experience, performance rating, number of teachers, place of assignment and awards and honors received, 7) male principals have different competency needs from the female principals.

The present study has similarities with that Doroja's study, however, differences had been noted in terms of the instruments used, the nature and scope, the venue, the type of respondents involved and the number of schools covered by the study.

In another study of Abainza (2003) aimed at determining the leadership styles, practices and successful cooperative managers of the ten cooperatives in

the Province of Samar which served as basis for developing a model of management. Based on her findings, it yield the following; 1) the cooperative managers were doing quite well in the practice of their leadership behavior along consideration and initiating structures as they have "always" manipulated these behavior in the discharge of their duties based on their own perception and "often" according to the board of directors and members. However, analysis of their perceptions showed variations in their responses; 2) there were certain biases held by both the cooperative managers and cooperative members on their assessment on the extent which the managers practice of management functions due to the disparity of their evaluation, 3) there was similarity in the opinions of the three groups of respondents as shown in the analysis of the management competencies of the cooperative managers based on respective observations as the managers discharges their duties and responsibilities in the cooperative business, although, there was a similarity in the adjective rating numerically, 4) the cooperative managers, gender, number of children, educational attainment and cooperative experience did not influence nor affect their level of management competencies in all areas of planning, organizing, leading and controlling. Moreover, the manager's age, civil status, religious affiliation, monthly income and trainings attended did not have anything to do with it, thus, the recommendations are as follows: 1) the principle of transparency must be observed by cooperative managers in their exercise of leadership functions along consideration and initiating structure, 2) the cooperative development plan must

be prepared by the cooperative managers to include the management objectives, management strategies to be used, projects to be implemented, time table, and the evaluation scheme to be employed, 3) there is also a need for self-introspection among cooperative managers for them to realize that there is a time for every thing and that time is necessary to prevent neglect of the various phases of their management functions, careful planning or programming of work is important, 4) cooperative managers need to continue educating themselves through attendance in advance studies with specialization in business management, administration or other field of the same nature, and 5) opportunities to attend relevant trainings be willingly taken as opportunity, for they could harness and hone their management skills.

The study of Abainza has bearing with the present study in the sense that both studies is delved with management style and practices with respect to their administration and supervision of their subordinates. However, differences had been noted in terms of the venue, the nature and scope, type of respondents and the instruments used in the study.

Almazan (2001) conducted a study on the "Relationship of Personality Attributes and Management Skills of Secondary School Administrators in Region I". The study involved some selected principals from the public and private schools. One significant findings of the study revealed that their was a significant relationship between personality traits and management skills of the school principal. The study likewise, illustrated that administrators with pleasing

personality who could communicate very well with their teacher could effectively managed their schools while administrators who were high strung, loner, self-conceited and arrogant and usually were alienated from their teachers and subordinates which lead to poor management of the schools.

The study concluded that in the promotion of teachers to the administrative position, one of the criteria should be the personality attributes/ traits of the candidate. It was likewise, recommended that prospective candidates for the principal rank should undergo seminars on personality development.

Martinez (2000) on the other hand, conducted a study on the personality traits, management behavior and interpersonal values of secondary school principals in South Nueva Ecija. The instruments that she used were the management behavior of principals' scale the test of personality and the survey of interpersonal values scale.

The study revealed that majority of the principals perceived themselves to be average in traits specifically in self-concepts, emotional maturity, honesty social mobility and masculinity/feminity. The finding further concluded that there were situations where principals behaved in positive and also in negative ways in management. In some other situations, principals almost always behaved in rarely and seldom way in five management areas as personnel management, physical facilities, community extension services, organization, policy formulation and problem solving.

It was also noted in the study that the principals were typical persons in an average level of self-concept, emotional maturity, social mobility and honesty. They were also strongly oriented toward values that involved leadership independence, recognition and support in there with others.

Martinez's study had in one way or another given the present study, a background on how the personality traits influenced the management capabilities of school managers. But while the previous study deals also on the relationship of interpersonal values to management. The present study dealt only on personality traits relative to an input of supervisory trainings and development.

On the study entitled, "Management of Filipino Values: a Center Mode of Governance as Perceived by Public Administrators of Samar" which was undertaken by De Los Reyes (2000) it was revealed in the study that goals have the vital role for public management. Administrators should know their targets and their priorities as these will guide them properly and effectively in their governance. The analysis also stressed that public administrators should possess necessary knowledge and skills in consonance to the position one holds.

It was concluded that the personality attributes of the administrators was very much influenced by the Filipino values that surrounded him. The management by Filipino values had some significant contribution to the management skills of the administrators which in one way or another had some

significant contribution to the governance of the country in general, and Samar in particular.

The quality of performance based on personality traits, Filipino values, management effectiveness and leadership efficiency had so much room for improvement for as long as the public administrators would accept the failure in the execution of their responsibilities.

De Los Reyes study had given an insight into the present study as it also dealt with management skills and personality attributes. The study only differed in research population as the present study dealt with school/heads which includes principals, head teachers, TIC's, district supervisor and teaching personnel as its respondents. Both had within the province of Samar as the research environment.

Baliton (2002) conducted a study on the "Relationship of the Personality Attributes, Conflict Management Styles of Administrators and Organization Climate of the Philippine Science School in the Visayas. His null hypothesis was tested at .05 level of significance and came up with the following findings; 1) there was no significant differences among conflict management styles used by the various administrators of the Philippine Science High School in the Visayas in each of the five areas of concern for educational administrators, 2) there was no significant relationship between the personnel profile and the conflict management style of the administrators, and 3) there was no significant

relationship between the personality attributes of the administrator and the organizational climate.

As established by the results of the study, the research finally concluded that the administrators of the Philippine Science High School in the Visayas believed that they controlled their own fate. However, they were not: pragmatic they did not believe that the end justifies the means. All of them possessed the ability in order to succeed at work but they did not have considerable adaptability in adjusting their behavior to external situational factors. It was also concluded that their personal profile and personality traits do not influence much to conflict management.

Uy (2000) in her study on the "Organizational Climate and Behaviors of Personnel Among State Universities and Colleges (SUC's) in Eastern Visayas" involved 10 SUC's in Eastern Visayas, employed descriptive-developmental research design to assess the organizational climate prevailing on said universities and colleges and undertook a correlational analysis of the organizational climate and personnel behaviors in terms of job satisfaction level and work performance with the end in view to come up with an input in developing a human resource development intervention program revealed that: 1) attendance to trainings and seminars for professional growth by key officials, faculty and non-teaching personnel is very wanting among the SUC's in Eastern Visayas; 2) the organizational climate of respondents revealed an open climate. This indicates that the personnel enjoy friendly relations; show considerate

satisfaction in their work; indicate motivation to overcome difficulties and frustrations and manifest desire; enthusiasm and cooperation to work things out to keep the organization going; 3) The key officials, faculty, and non-teaching personnel from the SUC's in Eastern Visayas are generally satisfied with their job and are working very satisfactorily. However, they had the lowest level of job satisfaction lowest under professional growth due to scanty seminars/trainings they have attended, and 4) the organizational climate prevailing within SUC's in Easter Visayas could affect the respondents' level of job satisfaction and their work performance. A more open climate tends to result to better job satisfaction and higher level of work performance among the personnel.

From the foregoing findings, six recommendations emerged, three of which are worthy to be noted: 1) the SUC's in eastern Visayas should strive to develop a higher level of open climate in the organization. While the results of the study show that the organizational climate, prevailing in the respondent-SUCs approximately the open climate, much is still need to achieve such climate in the higher spectrum. To achieve this, the key officials should go out of their way to help their subordinates in the discharge of their functions, use constructive criticism and explain to their subordinates of their criticism to avoid communication gaps. On the part of the faculty and non-teaching personnel and they should develop a higher level of intimacy among their fellow workers and go out of their way to spend more time with students and clients who have individual problems, 2) the human resource management officers of the SUC

should ensure that recruitment and selection policies for faculty and other positions in the SUC must include provisions for minimum educational qualifications and/or experience needed. And 3) there is a need to motivate and encourage a realistic and workable human resource development program should be implemented to ensure that not only a select-few are able to attend seminars/trainings or pursue relevant masters or Ph.D. or Ed.D. degrees. In connection with this, a model had been included for pilot-testing in the respondent-SUC's.

The study of Uy have bearing to this present study for reason that both studies attempted to assess the influence of leadership in general to the performance of teaching personnel. But since the former delved on correlational analysis of the organizational climate and personal behaviors in terms of job satisfaction level and work performance and the present study on the extent of leadership qualities by elementary school heads and its influence to the performance of teaching personnel, they differ.

The studies of Alegre, Osias, Dacutanan, Nabelon, Doroja, Almazan, Abainza, Martinez, De Los Reyes, Boliton and Uy has bearing on this study in the sense that both studies delved on managerial skills and capabilities of an school administrator. However, differences had been noted in terms instruments used in the study the scope and venue, and the number of respondents used in the study.

Chapter 3

METHODOLOGY

This chapter presents the methods and procedures on how the study is determined relative to research design, the instruments that was used in gathering the needed data, validation of the research instrument, description of the respondents, data gathering, sampling procedure and the statistical measures in the treatment of the data that was gathered.

Research Design

The descriptive-developmental research method was employed in this study using the questionnaire as the main instrument in gathering the needed data.

This particular research method ascertained the school heads such as the supervisor/principal and head teachers' leadership quality practices as perceived by themselves and their teaching personnel that would serve as input for supervisory training and development.

Personal interview regarding the activities of the respondents was done in order to improve and strengthen the information gathered. Specifically, the research study had involved one supervisor, four principals, seven head teachers/TIC's and 89 teachers in the DepEd of Jiabong District that would served as respondents of this study.

Moreover, ocular survey and unstructured interview was gathered as well as to verify and cross-check doubtful information gathered.

Statistical tools such as ranking, percentage, mean, One-way Analysis of Variance (ANOVA) and Spearman Rank Correlation Coefficient were used in this study.

On the other hand, Pearson r was also utilized in this study to validate the hypothesis as well as to establish the validity of the instrument during the dry-run.

Instrumentation

This study utilized several instruments to gather reliable and pertinent data. Among the instruments that were used are the following:

Questionnaire. The main instrument that was used in this study is the questionnaire. It is considered as the most important device due to the nature of data and other information needed by the study. There were two sets of questionnaires made by the researcher; one for the extent of leadership qualities practiced by the school heads a perceived by the two groups of respondents and the other for the influence of leadership qualities on the performance of the teaching personnel. The research instrument on the leadership qualities consist of three parts, namely:

Part I includes asking of personal information relative to the respondents in terms of: 1) name (optional); 2) age; 3) sex; 4) civil status; 5) educational

qualification; 6) length of service as school head; 7) place of assignment; 8) in-service training attended; 9) number of teachers supervised; 10) monthly income; 11) honors and awards received, and 12) performance rating.

Part II – This part of the questionnaire consists of indicators under each of the following leadership qualities, to wit: 1) integrity; 2) competence; 3) courage; 4) vision, and 5) inspiring.

Part III – A questionnaire which is considered as an open-ended that includes asking for comments and suggestions in terms of the leadership qualities practiced by the school heads as perceived by themselves and the teaching personnel which were employed to determine the performance also of the teachers.

The research instrument for the influence of leadership practices is consist of two parts, namely: Part I is the personal profile of the respondents, and Part II is on the extent of influence of the leadership qualities practices by the school heads on the performance of the teaching personnel in Jiabong District in the Division Office as well as in the district office of Jiabong where the respondents are located which will served as basis in determining their performance level.

Observation. This technique was used in order that the researcher could clearly oversee the kind of leadership qualities practiced by school heads in their respective schools or district.

Validation of the Instrument

The researcher submitted initially the prepared questionnaire to his adviser and other experts for their comments, suggestions, and recommendations for the improvement of the instruments.

A trial run was conducted in the district of Motiong on the third week of November 2010 where the researcher selected a supervisor, three principals, four head teachers and 15 teachers to answer the questionnaire and to find out whether there are still missing information that may help improve the research instrument. If there are suggestions, they would be incorporated during the final revision of the instrument.

The test and re-test method was employed in this study in order to check the validity and reliability of the questionnaire. The validation of the instrument was conducted in Motiong Central Elementary School, in Motiong District. Below are the results on the validation of the instruments based on the computation of reliability as follows: school heads 95.06 percent and teaching personnel 98.94 percent.

Sampling Procedure

The District of Jiabong has 27 schools clustered into 10 as reflected in Table 1. These schools were as follows: 1) Tagbayaon Primary School; 2) Jian-an Elementary School; 3) Bawang Primary School; 4) Jiabong Central Elementary

Table 1**Summary of the Number of Respondents by Schools in Jiabong District**

| Clustered Schools | Supervisor/ Principals | | | Head Teachers/ TIC's | | | Teachers | | |
|-------------------------------------------------------------------------------|---------------------------|----------|------------|-------------------------|----------|------------|-----------|-----------|------------|
| | N | n | % | N | n | % | N | n | % |
| 1 Jiabong Central Elementary School | 2 | 2 | 100 | - | - | - | 22 | 22 | 100 |
| 2 Jia-an Elementary/Bawang Primary School | 1 | 1 | 100 | - | - | - | 9 | 9 | 100 |
| 3 Catalina Elementary/Tagbayaon/ Macabitas/ Candayao/ Jidanao Primary School | 1 | 1 | 100 | - | - | - | 9 | 9 | 100 |
| 4 Malobago Elementary School | - | - | - | 1 | 1 | 100 | 6 | 6 | 100 |
| 5 Camarubuan Elementary School | - | - | - | 1 | 1 | 100 | 8 | 8 | 100 |
| 6 Malinao Elementary/ Hinaga/ Lulugayan/ Garcia/ Salvacion Primary School | - | - | - | 1 | 1 | 100 | 9 | 9 | 100 |
| 7 Cantongtong Elementary/Victory/ Mercedes/ San Miguel/ Nagbac Primary School | - | - | - | 1 | 1 | 100 | 8 | 8 | 100 |
| 8 Parina Elementary/Cristina/ Dogongan Primary School | - | - | - | 1 | 1 | 100 | 6 | 6 | 100 |
| 9 Casapa Elementary/ San Andres/ Bugho Primary School | - | - | - | 1 | 1 | 100 | 6 | 6 | 100 |
| 10 San Fernando Elementary School | - | - | - | 1 | 1 | 100 | 6 | 6 | 100 |
| Total | 4 | 4 | 100 | 7 | 7 | 100 | 89 | 89 | 100 |

School; 5) Catalina Elementary School; 6) Malobago Elementary School; 7) Contongtong Elementary School; 8) Macabitas Primary School; 9) Pareina Elementary School; 10) Salvacion Primary School; 11) Camarubuan Elementary School; 12) Victory Primary School; 13) Candayao Primary School; 14) Lulugayan Primary School; 15) Hinaga Primary School; 16) Garcia Primary School; 17)

Malino Elementary School; 18) San Fernando Elementary School; 19) San Miguel Primary School; 20) Jidanao Primary School; 21) Nagbac Primary School; 22) Casapa Elementary School; 23) Cristina Primary School; 24) San Andres Elementary School; 25) Bugho Elementary School; 26) Mercedes Primary School, and 27) Dogongan Primary School, respectively.

Since this study focused on the leadership qualities of school heads and its influence on the level of performance of the supervisor, principals, head teachers, teacher-in-charge and teaching personnel were included as respondents of this study. For the respondents such as the supervisors, principals, teacher-in-charge, head teachers, and teaching personnel, total enumeration were utilized in this study. There were one supervisor, three principals, five head teachers and two teachers-in-charge as well as 89 teachers who were considered as respondents in this study.

Data Gathering Procedure

The researcher prepared questionnaires that were answered by the respondents. It includes the description of the different qualities as practiced by the school heads in Jiabong district. It was produced according to the desired number of copies needed by the three groups of respondents.

Before distributing the questionnaire to the respondents, the researcher requested authority from the division superintendent upon recommendation of the dean of the graduate studies. Upon approval of the formal request, the

researcher had personally fielded the questionnaire to the respondents to ensure the validity and correctness of the answers. The researcher would also interview the respondents if necessary. Observations were done while the respondents are answering the questionnaire given to them.

In the same manner, the researcher sought records in terms of the performance rating of school heads and the teacher-respondents in the Division Office. Personal interview was made especially those responses that are quite doubtful.

The researcher personally retrieved the questionnaire to ensure high percentage of responses that were collected from the respondents. The results were tallied, tabulated and analyzed utilizing the appropriate statistical tools.

Interview. Unstructured personal interview was conducted by the researcher to gather additional information to supplement the data as well as to verify and crosscheck responses given by the respondents of the study.

Statistical Treatment of Data

The data that were gathered through the questionnaire were classified, analyzed, evaluated and interpreted utilizing the appropriate statistical measures.

Statistical measures such as the mean was computed using the following formula:

$$\bar{X}_w = \frac{\sum f_i X_i}{\sum f_i}$$

Where:

- \bar{X} = is the weighted mean
- $\Sigma f_i X_i$ = is the sum of the product between the frequencies f_i and X_i
- Σf_i = is the total number of responses

The five-point Likert scale was used in assigning description of the weighted mean. The description is as follows:

| | |
|-------------|------------------------|
| 4.51 – 5.00 | Outstanding (O) |
| 3.51 – 4.50 | Very Satisfactory (VS) |
| 2.51 – 3.50 | Satisfactory (S) |
| 1.51 – 2.50 | Poor (P) |
| 1.00 – 1.50 | Very Poor (VP) |

The assessment was used in determining the leadership qualities practices by school heads in order to determine and quantify the perception of the three groups of respondents.

The same assessment such as the five-point Likert rating scale was utilized also by the researcher to determine the leadership qualities of school heads in terms of influence on the performance of teaching personnel as perceived by the three groups of respondents, to wit:

| | |
|-------------|------------------------|
| 4.51 – 5.00 | Outstanding (O) |
| 3.51 – 4.50 | Very Satisfactory (VS) |
| 2.51 – 3.50 | Satisfactory (S) |
| 1.51 – 2.50 | Poor (P) |
| 1.00 – 1.50 | Very Poor (VP) |

To test the hypotheses whether there are no significant differences among the perceptions of the three groups of respondents on the extent to which the

aforementioned leadership qualities are practiced by the school heads, the one-way analysis of variance (ANOVA) was used, and there are no significant differences among the perceptions of the three groups of respondents on the extent of influence of the leadership qualities on the performance of the teachers, the one-way analysis of variance (ANOVA) was used utilizing the following computational table (Ferguson and Takane, 1980:250).

| Sources of Variation | Degrees of Freedom | Sum of Squares | Mean Squares | Computed F |
|----------------------------|--------------------|---------------------------|--------------------------------------|--------------------------|
| Between (SS _B) | k-1 | $\frac{\sum(T)^2}{n} - C$ | MS _B = $\frac{SS_B}{k-1}$ | FC = $\frac{MS_B}{MS_W}$ |
| Within (SS _W) | N-k | SST - SS _B | MS _W = $\frac{SS_W}{N-k}$ | |
| Total (SST) | N-1 | $\sum x^2 - C$ | | |

Where:

- K = number of groups compares
 N = total number of cases
 C = correction factor
 T = number of cases per group

The computed F-value was compared with the tabular or critical F-value at K-1 and N-K degrees of freedom. When the former proved to be greater than the latter, the corresponding hypotheses will be rejected.

To test the null hypotheses whether there is no significant relationship between the leadership qualities practiced by school heads and the extent to

which it influence the performance of teachers, the Spearman Rank Correlation Coefficient, or the Spearman Rho was used with the following formula:

$$rs = 1 - \frac{6 \sum D^2}{N^3 - N}$$

Where:

rs = the spearman rho
 $\sum D^2$ = the sum of the squared differences between rank

To interpret the obtained values for the correlation, the following table was used (Calmorin, 1994:256).

| Value | Interpretation |
|-------------------------|---------------------------|
| 0.00 - ± 0.20 | Negligible Correlation |
| ± 0.21 - ± 0.40 | Low or Slight Correlation |
| ± 0.41 - ± 0.70 | Moderate Correlation |
| ± 0.71 - ± 0.90 | Very High Correlation |
| ± 0.91 - ± 0.99 | Perfect Correlation |
| ± 1.00 | |

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter covers the presentation, analysis and interpretation of data gathered in the study as well as the corresponding results of the analysis made in this investigation. It discusses the profile of the respondents, leadership qualities of the school heads along integrity, competencies, courage, vision and inspiring as well as the comparison and relationship of the leadership qualities of the school heads and the performance of the teaching personnel.

Profile of the School Head-Respondents

Tables 2 to 10 present the profile of the school head-respondents in terms of their age, sex, educational qualification, length of service, place of assignment, in-service training attended, number of teachers supervised, monthly income, honors and awards received and the performance ranking of the teaching personnel for the past two years.

Age and sex. Table 2 presents the age and sex distribution of the respondents.

As shown in the table, out of the seven school head-respondents, two of them were male and five were female. For male school head-respondents, one or 14.29 percent has an age of 54 years old and another one or 14.29 percent has

the age of 48 years old. The average age is posted as 51.00 years with standard deviation of 4.24 years.

Table 2

Age and Sex Distributions of the School Head-Respondents

| Age (in years) | Sex | | Total | Percent |
|----------------|-------------------|-------------------|-------------------|---------------|
| | Male | Female | | |
| 57 | - | 1 | 1 | 14.29 |
| 54 | 1 | - | 1 | 14.29 |
| 52 | - | 1 | 1 | 14.29 |
| 51 | - | 1 | 1 | 14.29 |
| 48 | 1 | - | 1 | 14.29 |
| 40 | - | 1 | 1 | 14.29 |
| 39 | - | 1 | 1 | 14.29 |
| Total | 2 | 5 | 7 | 100.00 |
| Mean | 51.00 yrs. | 47.80 yrs. | 48.71 yrs. | - |
| SD | 4.24 yrs. | 7.92 yrs. | 6.87 yrs. | - |

For female school head-respondents, the oldest is 57 years olds and the youngest is 39 years old, while the rest are already in their middle ages. For the overall mean is pegged at a value of 48.71 years with standard deviation of 6.87 years. This data can be implied that most of the school head-respondents are already capable of handling such kind of positions since they are already matured.

Educational qualification. Table 3 shows the educational qualification of school head-respondents. As shown in the table, the school head-respondents were mostly M.A./M.S. degree holder having four or 57.14 percent, while two or 28.57 percent of them were having MA/MS units earned and one or 14.29 was pursuing on doctoral degree.

Table 3

Educational Qualification of the School Head-Respondents

| Educational Qualification | f | Percentage |
|----------------------------|----------|---------------|
| With Doctoral units earned | 1 | 14.29 |
| M.A./M.S. | 4 | 57.14 |
| With MA/MS units earned | 2 | 28.57 |
| Total | 7 | 100.00 |

The data implies that the respondents were generally educated.

Length of service. Table 4 shows the profile of the respondents in terms of their of length of service as school heads. As gleaned from the table, out of seven school head-respondents, two of them or 28.57 percent has two years in the service as school heads, one of 14.29 percent has one year, one or 14.29 percent has four years, one or 14.29 percent has five years, while one or 14.29 percent has

six years, and one or 14.29 percent has already seven years in the service as school head.

Table 4

Profile of the School-Head Respondents in Terms of Length of Service as School Heads

| Length of Service (in years) | f | Percentage |
|------------------------------|-------------------|---------------|
| 7 | 1 | 14.29 |
| 6 | 1 | 14.29 |
| 5 | 1 | 14.29 |
| 4 | 1 | 14.29 |
| 2 | 2 | 28.57 |
| 0.67 | 1 | 14.29 |
| Total | 7 | 100.00 |
| Mean | 4.11 years | - |
| SD | 2.41 years | - |

Place of assignment. Table 5 presents the profile of the school head-respondents in terms of their place of assignment. As gleaned from the table, out of seven school head-respondents, six of them or 85.71 percent were assigned in a non-central school and only one or 14.29 was assigned in central school head.

Table 5

Place of Assignment of the School Head-Respondents

| Place of Assignment | f | Percentage |
|---------------------|----------|---------------|
| Central | 1 | 14.29 |
| Non-Central | 6 | 85.71 |
| Total | 7 | 100.00 |

In-service training attended. Shown in Table 6 are the in-service trainings attended by the school head-respondents. As gleaned from the table, one of them or 14.29 percent has attended four trainings in the national level, two or 28.57 percent has attended one training in the national level, and four of them or 57.14 percent have not specified. The mean training was posted at one training in the national level.

In terms of their trainings attended in the regional level, one of them or 14.29 percent has two trainings attended, one also or 14.29 percent has attended one training and five of them or 71.43 percent have not specified. The mean training was posted at one training in the regional level.

Table 6

In-Service Trainings Attended by School Head-Respondents

| Level/ Number of Trainings | f | Percent |
|----------------------------|-------------|---------|
| National | | |
| 4 | 1 | 14.29 |
| 1 | 2 | 28.57 |
| Not Specified | 4 | 57.14 |
| Total | 7 | 100.00 |
| Mean | 1 training | - |
| Regional | | |
| 2 | 1 | 14.29 |
| 1 | 1 | 14.29 |
| Not Specified | 5 | 71.43 |
| Total | 7 | 100.00 |
| Mean | 1 training | - |
| Division | | |
| 4 | 1 | 14.29 |
| 3 | 2 | 28.57 |
| 1 | 1 | 14.29 |
| Not Specified | 3 | 42.86 |
| Total | 7 | 100.00 |
| Mean | 2 trainings | - |
| District | | |
| 3 | 1 | 14.29 |
| 1 | 2 | 28.57 |
| Not Specified | 4 | 57.14 |
| Total | 7 | 100.00 |
| Mean | 2 trainings | - |

In terms of their trainings attended in the division level, one or 14.29 percent attended four trainings, two or 28.57 percent attended three trainings, one or 14.29 percent attended one training and three of them or 42.86 percent

have not specified among the seven school head-respondents. The mean training was posted at two trainings in the division level.

The data implies that more school head-respondents has a chance to attend in-service trainings in the local district, division and regional level since the venue is accessible for them where it would not require bigger amount of money to spent.

Number of teachers supervised. Table 7 shows the profile of the school head-respondents in terms of number of teachers supervised by themselves. as shown in the said table, it reflects that three of them or 42.86 percent had supervised nine teachers, one or 14.29 percent supervised eight teachers, while

Table 7

**Number of Teachers Supervised by the
School Head-Respondents**

| Number of Teachers | f | Percentage |
|--------------------|-------------------|---------------|
| 9 | 3 | 42.86 |
| 8 | 1 | 14.29 |
| 6 | 1 | 14.29 |
| 5 | 1 | 14.29 |
| Not Specified | 1 | 14.29 |
| Total | 7 | 100.00 |
| Mean | 7 teachers | - |
| SD | 2 teachers | - |

one also or 14.29 percent supervised six teachers, one or 14.29 percent has not specified as to the number of teachers he/she had supervised. The mean was posted at seven teachers as to the number of teachers they supervised with standard deviation of two teachers.

Monthly income. Table 8 presents the profile of the school head-respondents in terms of their monthly income. As reflected in the said table, it shows that out of seven school head-respondents, only one or 14.29 percent has an income of PhP27,808.00 per month, while one or 14.29 percent has an income

Table 8

Monthly Income of the School Head-Respondents

| Monthly Income | f | Percentage |
|----------------|----------------------|---------------|
| Php27,808.00 | 1 | 14.29 |
| 21,969.00 | 1 | 14.29 |
| 21,838.00 | 1 | 14.29 |
| 20,400.00 | 1 | 14.29 |
| 19,620.00 | 1 | 14.29 |
| 19,390.00 | 1 | 14.29 |
| 16,995.00 | 1 | 14.29 |
| Total | 7 | 100.00 |
| Mean | Php 21,145.71 | - |
| SD | Php 3,384.72 | - |

of PhP21,838.00 per month, one or 14.29 percent has an income of PhP20,400.00 per month, one or 14.29 percent has an income of PhP19,620.00 per month, and one or 14.29 percent has an income of PhP16,995.00 per month, respectively. The mean was posted at PhP21,145.71 among the income per month of the school head-respondents in Jiabong District with standard deviation of PhP3,384.72.

This data implies that the school head-respondents were living above the poverty threshold set by NEDA in 2010 for the Eastern Visayas Region at PhP15,057.57 a year.

Honors and awards received. Presented in Table 9 is the profile in terms of honors and awards received by the school head-respondents. As reflected in the said table, one or 14.29 percent among the seven respondents received a certificate of recognition coming from the NAT, while one or 14.29 percent received a diploma, and five of them or 71.43 percent had not received any honors and awards.

Table 9

Honors and Awards Received by the School Head-Respondents

| Honors and Awards | f | Percentage |
|----------------------------------|----------|-------------------|
| Certificate of Recognition (NAT) | 1 | 14.29 |
| Diploma | 1 | 14.29 |
| None | 5 | 71.43 |
| Total | 7 | 100.00 |

Performance rating of teaching personnel. Table 10 shows the profile in terms of the performance rating of the teaching personnel in Jiabong District. As gleaned from the table, for the school year 2008-2009, out of the 89 teacher-

Table 10

Teaching Personnel's Performance Rating for the Past Two Years

| Numerical Rating | SY 2008 - 2009 | | SY 2009 - 2010 | |
|------------------|----------------|---------------|----------------|---------------|
| | f | % | f | % |
| 8.45 - 8.77 | 28 | 31.46 | 46 | 51.69 |
| 8.12 - 8.44 | 40 | 44.93 | 29 | 32.58 |
| 7.79 - 8.11 | 18 | 20.22 | 9 | 10.11 |
| 7.46 - 7.78 | 0 | - | 1 | 1.12 |
| 7.13 - 7.45 | 2 | 2.25 | 3 | 3.37 |
| 6.80 - 7.12 | 0 | - | 0 | - |
| 6.47 - 6.79 | 0 | - | 0 | - |
| 6.14 - 6.46 | 0 | - | 0 | - |
| 5.81 - 6.13 | 0 | - | 0 | - |
| 5.48 - 5.80 | 0 | - | 0 | - |
| 5.15 - 5.47 | 1 | 1.12 | 1 | 1.12 |
| Total | 89 | 100.00 | 89 | 100.00 |
| Mean | 8.25 | - | 8.32 | - |
| SD | 0.40 | - | 0.44 | - |

respondents, there were 28 or 91.46 percent has a numerical rating of 8.45 – 8.77 points with respect to their performance, 40 or 44.93 percent has a corresponding points between 8.12-8.44, while 18 or 20.22 percent got a point between 7.46-7.78, two or 2.25 percent has a rating of 7.13-7.45, no one got a rating between 5.48 up to 7.12, and one got a rating between 5.18-5.47 points respectively.

The mean was pegged at 8.25 points with standard deviation of 0.40 points.

For the school year 2009-2010, among the 89 teacher-respondents, 46 of them or 51.69 percent has a rating that ranges between 8.45-8.77 points, 29 or 32.58 percent has a rating between 8.12-8.44 points, while nine or 10.11 percent has a rating between 7.79-8.11 points, one or 1.12 percent has a rating between 7.46-7.78 points, three or 3.37 percent has a rating between 7.13-7.45 points, 5.48-7.12 points, and one or 1.12 percent has a rating between 5.15-5.47 points.

The mean was pegged at a value of 8.32 points with a standard deviation of 0.44 points.

This data implies that for the school year 2008-2009, and 2009-2010 among the performance rating of the teaching personnel in Jiabong District, majority of them are performing well with respect to their performance, while few of them are not performing well maybe for since reasons. This can be implied further that more teachers have shown very satisfactory performance because they are dedicated with their work.

Leadership Qualities of the School Head-Respondents

Tables 11 to 15 present the leadership qualities of the school head-respondents and teaching personnel along integrity, competence, courage, vision and inspiring as perceived by school heads and teaching personnel.

Leadership qualities along Integrity. Table 11 shows the leadership qualities of school head-respondents along integrity. As reflected in the table among the five indicators presented all of the school heads have rated it as "very satisfactory" with a weighted mean values of 4.50, 4.50, 4.50, 4.00, 4.30, 4.43, 4.29, 4.00, 4.60, and 4.29 respectively. These were as follows: the school head is transparent in all of his transactions of programs and projects of the school, the school head is always cordial and respectful in dealing with the transacting public, the school head displays tactfulness and diplomacy among his subordinates and peers in the organization, the school head is always honest at all times, the school head observes the highest standard of morality with unquestioned honesty and integrity.

Among the teaching personnel's perception on the five indicators presented along integrity of school heads, three of them were rated as very satisfactory while the rest were rated as satisfactory. The overall grand mean was posted a value of 4.07 which means very satisfactory.

Table 11

**Leadership Qualities Along Integrity of the School Heads
as Perceived by School Heads and Teaching Personnel**

| Behavior | Respondents' Category | | | Combined Mean/ Interpretation | | | | |
|------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------------|--------------|-----------|--------------|-----------|
| | Supervisor/Principals | Head Teachers/TIC's | Teaching Personnel | | | | | |
| | X_w /Inter- pretation | X_w /Inter- pretation | X_w /Inter- pretation | | | | | |
| 1 The school head is transparent in all of his transactions of programs and projects of the school. | 4.50 | VS | 4.43 | VS | 3.59 | VS | 4.17 | VS |
| 2 The school head is always cordial and respectful in dealing with the transacting public. | 4.50 | VS | 4.29 | VS | 3.54 | VS | 4.11 | VS |
| 3 The school head displays tactfulness and diplomacy among his subordinates and peers in the organization. | 4.50 | VS | 4.00 | VS | 3.64 | VS | 4.05 | VS |
| 4 The school head is always honest at all times. | 4.00 | VS | 4.60 | VS | 3.41 | S | 4.00 | VS |
| 5 The school head observes the highest standard of morality with unquestioned honesty and integrity. | 4.30 | VS | 4.29 | VS | 3.45 | S | 4.02 | VS |
| Total | 21.83 | - | 21.61 | - | 17.63 | - | 20.35 | - |
| Grand Mean | 4.37 | VS | 4.32 | VS | 3.53 | VS | 4.07 | VS |

Legend: 4.51 - 5.00 Outstanding (O)
 3.51 - 4.50 Very Satisfactory (VS)
 2.51 - 3.50 Satisfactory (S)
 1.51 - 2.50 Poor (P)
 1.00 - 1.50 Very Poor (VP)
 SH - School Heads

Leadership qualities along Competence. Table 12 presents the leadership qualities of the school head-respondents along their competence. As gleaned from the table, it shows that out of the 10 indicators with respect to their competencies in planning as perceived by themselves, three were rated as outstanding among the supervisors/principals, these were as follows: the school head formulates plans, programs, and projects based on priority needs and available resources, the school head sees to it that activities of the teachers are in line with the school goals, policies and directives, and the school heads develops strong working unit or team culture that will enhance excellence and high performance work that posted a weighted mean values of 4.75, 4.75, and 4.75. The remaining indicators were rates also by themselves as very satisfactory with a weighted mean values of 4.50, 4.25, 4.25, 4.25, 4.25, 4.25 and 4.50.

Among the head teachers/TIC's perceptions in terms of the 10 indicators presented, all of them were rated by themselves as very satisfactory that posted a weighted mean values of 4.43, 4.14, 4.14, 4.14, 4.14, 4.14, 4.43, 4.14, 4.14, 4.29, and 4.29 respectively.

Among the teaching personnel perception on the 10 indicators presented along leadership qualities of school heads in planning, only two were rated by themselves as satisfactory while the rest were rated as very satisfactory. The overall combined mean was rated by themselves as very satisfactory that posted a weighted mean value of 4.07.

Table 12

**Leadership Qualities Along Competence of School Heads
as Perceived by School Heads and Teaching Personnel**

| Qualities | Respondents' Category | | | Combined Mean/ Interpretation | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------|----------------------------|----------------------------------|------|----|------|----|
| | Supervisor/Principals | Head Teachers/TIC | Teaching Personnel | | | | | |
| | X_w /Inter- pretation | X_w /Inter-pretation | X_w /Inter- pretation | | | | | |
| PLANNING | | | | | | | | |
| 1 The school head formulates plans, programs and projects based on priority needs and available resources. | 4.75 | O | 4.43 | VS | 3.47 | S | 4.22 | VS |
| 2 The school head establishes policies, rules, and standard procedures to achieve desired result of the goals and objectives of the school. | 4.50 | VS | 4.14 | VS | 3.61 | VS | 4.08 | VS |
| 3 The school head sees to it that activities of the teachers are in line with school goals, policies, and directives. | 4.75 | O | 4.14 | VS | 3.55 | VS | 4.15 | VS |
| 4 The school head develops strong working unit or team culture that will enhance excellence and high performance work. | 4.75 | O | 4.14 | VS | 3.53 | VS | 4.14 | VS |
| 5 The school head establishes and maintain adequate and relevant monitoring/ evaluation/supervision system for all school plans, program and projects of the school. | 4.25 | VS | 4.14 | VS | 3.53 | VS | 3.97 | VS |
| 6 The school head empowers their teachers on matters they can have control. | 4.25 | VS | 4.14 | VS | 3.56 | VS | 3.92 | VS |

Table 12 *continued*

| Qualities | Respondents' Category | | | | | | Combined Mean/ Interpretation | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------------|-----------|--|--|
| | Supervisor/Principals | | Head Teachers/TIC | | Teaching Personnel | | | | | |
| | X_w /Inter- pretation | | | | |
| 7 The school head encourages teachers to participate in making decisions as well as in giving feedback concerning the school policies and programs. | 4.25 | VS | 4.43 | VS | 3.51 | VS | 4.06 | VS | | |
| 8 The school head is open to any available communication to everybody in the organization. | 4.25 | VS | 4.14 | VS | 3.52 | VS | 3.97 | VS | | |
| 9 The school head shows competency with his/her work. | 4.25 | VS | 4.29 | VS | 3.47 | S | 4.00 | VS | | |
| 10 The school head explains well to teachers relative to their plans, programs and projects of the school. | 4.50 | VS | 4.29 | VS | 3.52 | VS | 4.10 | VS | | |
| Sub - total | 44.50 | - | 42.28 | - | 35.27 | - | 44.75 | - | | |
| Sub - Mean | 4.45 | VS | 4.23 | VS | 3.53 | VS | 4.07 | VS | | |
| Coordinating/Controlling | | | | | | | | | | |
| 1 The school head establishes good atmosphere conducive to all members of the organization. | 4.50 | VS | 4.29 | VS | 3.57 | VS | 4.12 | VS | | |
| 2 The school head establishes policies and school regulations and standards to achieve goals and objectives as well as to achieve its mission. | 4.25 | VS | 4.43 | VS | 3.62 | VS | 4.10 | VS | | |
| 3 The school head immediate action to the issues and problems submitted to the management. | 4.25 | VS | 4.14 | VS | 3.40 | S | 3.93 | VS | | |

Table 12 *continued*

| Qualities | Respondents' Category | | | | | | Combined Mean/ Interpretation | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------------|--|
| | Supervisor/Principals | | Head Teachers/TICs | | Teaching Personnel | | | |
| | X_w /Inter- pretation | | |
| 4 The school head discusses with teachers to understand pupils' cumulative record sheet as well as to other evaluation sheets. | 4.00 | VS | 4.14 | VS | 3.47 | S | 3.87 VS | |
| 5 The school head maintains community relations with the parents, teachers, brgy. Officials and stakeholders to have harmonious relationship as well as cooperation in the community. | 4.25 | VS | 4.43 | VS | 3.63 | VS | 4.10 VS | |
| 6 The school head establishes a system for the monitoring and evaluation of the teacher's performance. | 4.50 | VS | 4.14 | VS | 3.58 | VS | 4.07 VS | |
| 7 The school head adjust to changes in workload, physical, human and financial resources of the school. | 4.25 | VS | 4.14 | VS | 3.47 | S | 3.95 VS | |
| 8 The school head discusses with teachers to achieve the vision, mission, goals, and objectives of the school. | 4.50 | VS | 4.57 | O | 3.49 | S | 4.19 VS | |
| 9 The school head sets deadline for the submission of required reports of teachers which are considered as realistic and achievable. | 4.50 | VS | 4.29 | VS | 3.65 | VS | 4.15 VS | |
| 10 The school head establishes feedback mechanism to improve the performance level of the teachers. | 4.50 | VS | 4.00 | VS | 3.49 | S | 4.00 VS | |
| Sub - Total | 43.50 | - | 42.57 | - | 35.37 | - | 40.48 - | |
| Sub-Mean | 4.35 | VS | 4.26 | VS | 3.54 | VS | 4.05 VS | |

Table 12 *continued*

| Qualities | Respondents' Category | | | | | | Combined Mean/ Interpretation | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------------|--|
| | Supervisor/Principals | Head Teachers/TIC | Teaching Personnel | | | | | |
| | X_w /Inter- pretation | | |
| ORGANIZING | | | | | | | | |
| 1 The school head exercises maximum tolerance of sharing some ideas, educational reforms, innovations and advancement that will help to develop the school and the community. | 4.00 | VS | 3.86 | VS | 3.66 | VS | 3.84 VS | |
| 2 The school head practices balance distribution of activities, teaching loads among his teachers that will help classroom instruction more effective. | 4.25 | VS | 4.14 | VS | 3.49 | S | 3.96 VS | |
| 3 The school head provides duties and responsibilities among teachers which are relevant to the teaching career and profession. | 4.50 | VS | 4.43 | VS | 3.56 | VS | 4.16 VS | |
| 4 The school head assigned right person on the right job that will expedite the flow of work in the school. | 4.50 | VS | 4.29 | VS | 3.51 | VS | 4.10 VS | |
| 5 The school head develops strong working relationship with his subordinates in the organization. | 4.75 | O | 4.57 | O | 3.60 | VS | 4.31 VS | |
| 6 The school head provides a 5-year staff development program among his teachers to upgrade and enhance in terms of their knowledge and skills. | 4.50 | VS | 4.29 | VS | 3.33 | S | 4.04 VS | |
| 7 The school head provides in-service training for teachers that is in line with their major field of work. | 3.75 | VS | 4.00 | VS | 3.45 | S | 3.73 VS | |

Table 12 *continued*

| Qualities | Respondents' Category | | | | | | Combined Mean/ Interpretation | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------------|--|
| | Supervisor/Principals | | Head Teachers/TIC | | Teaching Personnel | | | |
| | X_w /Inter- pretation | | |
| 8 The school head responds immediately to inquiries and request for the staff and personnel who needs correct information and related services. | 4.25 | VS | 4.29 | VS | 3.45 | S | 4.00 VS | |
| 9 The school head always inform the teachers of the general teaching practices and skills where they are more responsible. | 3.75 | VS | 4.29 | VS | 3.53 | VS | 3.86 VS | |
| 10 The school head has sufficient mechanism and device needed to assess school plans, programs and projects as well as priority needs of the school. | 4.00 | VS | 4.14 | VS | 3.32 | S | 3.82 VS | |
| Sub - total | 42.25 | - | 42.30 | - | 34.90 | - | 39.82 - | |
| Sub - Mean | 4.23 | VS | 4.23 | VS | 3.49 | S | 3.98 VS | |
| LEADING | | | | | | | | |
| 1 Organizes goals and objectives in answer to the needs and priorities of each member. | 4.25 | VS | 4.29 | VS | 3.52 | VS | 4.02 VS | |
| 2 Establishes high motivation technique to keep all members work productively in accordance to expectation. | 4.00 | VS | 4.14 | VS | 3.40 | S | 3.85 VS | |
| 3 Employs delegation of authority to the lowest level of the organization and of participatory decision making. | 4.00 | VS | 4.14 | VS | 3.47 | S | 3.87 VS | |
| 4 Provides work/responsibilities to teachers' potentials and developed skills and capacities. | 4.00 | VS | 4.14 | VS | 3.44 | S | 3.86 VS | |

Table 12 *continued*

| Qualities | Respondents' Category | | | | | | Combined Mean/ Interpretation | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------------|----|--|--|
| | Supervisor/Principals | Head Teachers/TIC | Teaching Personnel | | | | | | | |
| | X_w /Inter- pretation | | | | |
| 5 Develops strong working unit on team culture that enhance high performance and excellence. | 4.00 | VS | 4.00 | VS | 3.50 | S | 3.83 | VS | | |
| 6 Seeks and maintain competence as performance criteria, regardless of sex, race or other factors in workers background. | 4.50 | VS | 3.86 | VS | 3.45 | S | 3.94 | VS | | |
| 7 Provides 5-year staff development program for teachers to excel himself in the field of specialization. | 4.00 | VS | 3.86 | VS | 3.31 | S | 3.72 | VS | | |
| 8 Directs the subordinates to the job prescribed for everyone and made himself available anytime of their assistance. | 4.50 | VS | 4.29 | VS | 3.34 | S | 4.04 | VS | | |
| 9 Clarifies rules and relationships by observing teacher/pupils interactions during classroom instructions. | 4.50 | VS | 4.29 | VS | 3.46 | S | 3.95 | VS | | |
| 10 Encourages participative and team management approach in giving feedback and constructive criticism concerning the school policies and operations. | 4.50 | VS | 3.86 | VS | 3.44 | S | 3.93 | VS | | |
| 11 Delegates responsibility with commensurate authority and resources in classroom operation through teachers empowerment. | 4.25 | VS | 4.43 | VS | 3.42 | S | 4.03 | VS | | |

Table 12 *continued*

| Qualities | Respondents' Category | | | | | | Combined Mean/ Interpretation | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------------|----|
| | Supervisor/Principals | | Head Teachers/TIC | | Teaching Personnel | | | |
| | X_w /Inter- pretation | | |
| 12 Coaches and counsels teachers/personnel on technical problems, productivity, career development and appropriate changes in behavior. | 4.25 | VS | 4.14 | VS | 3.43 | S | 3.94 | VS |
| 13 Maintains equal concern for task accomplishment by meeting the staff members on regular basis to discuss and evaluate staff assignment | 4.50 | VS | 4.29 | VS | 3.46 | S | 4.08 | VS |
| 14 Exercises leadership by influencing teachers to accomplish instructional tasks through improved skills in negotiating, bargaining and coalition building. | 4.50 | VS | 4.14 | VS | 3.46 | S | 4.03 | VS |
| 15 Applies imagination and creativity by improved problem-solving and decision-making skills. | 4.00 | VS | 4.00 | VS | 3.26 | S | 3.75 | VS |
| Sub - total | 63.75 | - | 61.87 | - | 51.36 | - | 58.99 | - |
| Sub - Mean | 4.25 | VS | 4.12 | VS | 3.42 | S | 3.93 | VS |
| Total | 194.00 | - | 189.02 | - | 156.90 | - | 179.97 | - |
| Grand Mean | 4.31 | vs | 4.20 | VS | 3.49 | VS | 4.00 | VS |

Legend: 4.51 - 5.00

Outstanding (O)

3.51 - 4.50 Very Satisfactory (VS)

2.51 - 3.50 Satisfactory (S)

1.51 - 2.50 Poor (P)

1.00 - 1.50 Very Poor (VP)

Leadership qualities along Coordinating/Controlling. Table 12 also shows the leadership qualities of school heads along competence in coordinating/controlling. As gleaned from the table, among the 10 indicators presented relative to the competencies of the school heads in coordinating/controlling, the supervisor/principals have rated all of these as very satisfactory that posted a weighted mean values of 4.50, 4.25, 4.25, 4.00, 4.25, 4.50, 4.25, 4.50, 4.50, and 4.50 respectively. These were as follows: the school head establishes good atmosphere conducive to all members of the organization, the school head establishes policies and school regulations and standards to achieve goals and objectives as well as to achieve its mission, the school head takes immediate action to the issues and problems submitted to the management, the school head discusses with teachers to understand pupil's cumulative record sheet as well as to other evaluation sheets, the school head maintains community relations with parents, teachers, barangay officials, and stakeholders to have harmonious relationship as well as cooperation in the community, the school head establishes a system for the monitoring and formulation of the teacher's performance, the school head adjust to changes in workload, physical, human and financial resources of the school, the school head discusses with teachers to achieve the vision, mission, goals and objectives of the school, the school head sets deadline for the submission of required reports of teachers which are considered as realistic an achievable, and the school head

establishes feedback mechanism to improve the performance level of the teachers.

Among the head Teachers/TIC's perception in terms of their competencies in coordinating and controlling, all of the 10 indicators were evaluated by themselves as very satisfactory with their corresponding weighted mean values of 4.29, 4.43, 4.14, 4.14, 4.43, 4.14, 4.14, 4.57, 4.29, and 4.00 respectively.

On the evaluation of the teaching personnel, five of the 10 indicators were rated by themselves as very satisfactory, while the rated were rated as satisfactory that posted a weighted mean values of 3.40, 3.47, 3.47, 3.49, and 3.49 also. These were as follows: the school head takes immediate action to the issues and problems submitted to the management, the school head discusses with teachers to understand pupil's cumulative record sheet as well as to other evaluation sheets, the school head adjust to changes in workload, physical, human and financial resources of the school, the school head discusses with teachers to achieve the vision, mission, goals and objectives of the school, and the school head establishes feedback mechanism to improve the performance level of the teachers.

The sub-mean values of the three groups of respondents posted at 4.35, 4.26, and 3.54 which means very satisfactory and the combined mean posted at a value of 4.05 which is also interpreted as very satisfactory.

Leadership qualities along Organizing. Table 12 also shows the leadership qualities of school heads along their competencies in organizing. As gleaned from the table, out of 10 indicators presented in line with the competencies of school head-respondents along organizing, the supervisor/principals themselves rated one as outstanding that posted a weighted mean value of 4.75 which states that the school head develops strong working relationship with his subordinates in the organization, while the remaining indicators were rated by themselves as very satisfactory that posted a weighted mean values of 4.00, 4.25, 4.50, 4.50, 4.50, 3.75, 4.25, 3.75, and 4.00 respectively.

For the head teachers/TIC, the same perception was rated by this group of respondents to that of the supervisor. Where indicator # 5 were rated also as outstanding with a weighted mean value of 4.57 while all the rest were rated by themselves as very satisfactory.

For the teaching personnel, out of the 10 indicators presented, five were rated by themselves as very satisfactory that posted a weighted mean values of 3.66, 3.56, 3.51, 3.60 and 3.53 while the remaining indicators were rated as satisfactory with the corresponding values of 3.49, 3.33, 3.45, and 3.32 respectively. These were as follows: the school head practices balance distribution of activities, teaching loads among his teachers that will help classroom instruction more effective, the school head provides a five-year staff development program among his teachers to upgrade and enhance in terms of

their knowledge and skills, the school heads provides in-service training for teachers that is in line with their major field of work, the school head responds immediately to inquiries and request for the staff services and the school head has sufficient mechanism and device needed to assess school plans, programs and projects as well as priority needs of the school.

The sub-mean values of the three groups of respondents posted at 4.43, 4.23, and 3.49 which is interpreted as very satisfactory and satisfactory. For the combined mean, it was posted at a value of 3.98 which is interpreted as very satisfactory.

Leadership qualities along Leading. Table 12 also presents the leadership qualities of the school head-respondents along leading. As reflected in the said table, out of the 15 indicators presented in terms of the leadership qualities of school heads along leading, all of them were rated by the supervisor/principals themselves as very satisfactory that posted a weighted mean values of 4.25, 4.00, 4.00, 4.00, 4.00, 4.50, 4.00, 4.50, 4.50, 4.25, 4.50, 4.50, and 4.00 respectively. Indicators that posted higher mean values were as follows: seeks and maintain competence as performance criteria, regardless of sex, race, or other factors in workers background, directs the subordinates to the job prescribed for everyone and made himself available anytime of their assistance, clarifies rules and relationships by observing teacher/pupils interactions during classroom instructions, encourages participative and team management approach in giving feedback and constructive criticism concerning the school

policies and operations, maintains equal concern for task accomplishment by meeting the staff members on regular basis to discuss and evaluate staff assignment, and exercises leadership by influencing teachers to accomplish instructional tasks through improved skills in negotiating, bargaining and coalition building.

For the school heads themselves, all of the 15 indicators presented were rated as very satisfactory that posted a weighted mean values of 4.29, 4.14, 4.14, 4.14, 4.00, 3.86, 4.29, 4.29, 3.86, 4.43, 4.14, 4.29, 4.14, and 4.00 respectively.

For the teaching personnel, out of the 15 indicators presented for the qualities of the school heads in terms of their competencies in leading is that, only one indicator found in # 1 were rated by themselves as very satisfactory, while all the rest were rated as satisfactory. The sub-mean among the three groups of respondents posted at a value of 4.25 for the supervisor/principals, 4.12 for the head teachers/TIC interpreted as very satisfactory and for the teaching personnel, it posted a mean value of 3.42 interpreted as satisfactory.

Meanwhile, for the grand mean among the three groups of respondents posted at a value of 4.31 for the supervisor/principals, 4.20 for the head teachers/TIC interpreted as very satisfactory, and 3.49 for the teaching personnel interpreted as satisfactory.

Leadership qualities along Courage. Table 13 presents the perception of the school heads and teaching personnel on leadership qualities along courage. As gleaned from the table, it shows that all of the five indicators presented were

Table 13

**Leadership Qualities Along Courage of the School Heads
as Perceived by School Heads and Teaching Personnel**

| Behavior | Respondents' Category | | | | | | Combined Mean/ Interpretation | |
|-------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|-----------|--------------|----------|-------------------------------------|-----------|
| | Supervisor/Principals | Head Teachers/TIC | Teaching Personnel | | | | | |
| | X_w /Inter- pretation | X_w /Inter- pretation | X_w /Inter- pretation | | | | | |
| 1 The school head makes wide decisions for the betterment of the school. | 4.50 | VS | 4.14 | VS | 3.44 | S | 4.03 | VS |
| 2 The school head adopts changes smoothly for the development and progress of the school. | 4.50 | VS | 4.29 | VS | 3.40 | S | 4.06 | VS |
| 3 The school head creates, devise and try new ways and means to deal with school situations effectively. | 4.50 | VS | 4.14 | VS | 3.36 | S | 4.00 | VS |
| 4 The school head manage to solve conflict and other issues and problems in school. | 4.25 | VS | 4.29 | VS | 3.42 | S | 3.99 | VS |
| 5 The school head lead in the development and implementation of educational programs, and projects in the school. | 4.45 | VS | 4.29 | VS | 3.37 | S | 4.04 | VS |
| Total | 22.20 | - | 21.15 | - | 16.99 | - | 20.11 | - |
| Mean | 4.44 | O | 4.23 | VS | 3.40 | S | 4.02 | VS |

Legend: 4.51 - 5.00 Outstanding (O)
 3.51 - 4.50 Very Satisfactory (VS)
 2.51 - 3.50 Satisfactory (S)
 1.51 - 2.50 Poor (P)
 1.00 - 1.50 Very Poor (VP)
 SH - School Heads

rated by themselves as very satisfactory with the corresponding mean values of 4.50, 4.50, 4.50, 4.25, and 4.45 as well as 4.14, 4.29, 4.14, 4.29, and 4.29 respectively.

For the teaching personnel-respondents, all of the five indicators presented were rated by themselves as satisfactory with the corresponding mean values of 3.44, 3.40, 3.36, 3.42, and 3.37. The lowest mean value rated by this group of respondents posted at a value of 3.36 which states that the school head creates, devise, and tray new ways and means to deal with school situations effectively.

Leadership along vision. Table 14 shows the perception of the school heads and Teaching Personnel along vision. As gleaned from the table, it shows that all of the five indicators on leadership qualities of school heads along vision were rates by the supervisor/principals and head teachers/TIC as very satisfactory that posted a weighted mean values of 4.50, 4.25, 4.25, 4.25, 4.25 and 4.14, 3.65, 4.14, 4.00, 4.14 respectively.

Meanwhile, on the teaching personnel-respondents, out of the five indicators presented to them on the leadership qualities of school heads along vision, only one indicator were rated by themselves as very satisfactory that posted a weighted mean value of 3.51 which states that the school head prepares a holistic view in terms of plan of action to fulfill the commitment of the school in order to carry out its vision, mission, goals and objectives, while all the remaining indicators were rated by themselves as satisfactory with the corresponding values of 3.32, 3.33, 3.40 and 3.33 respectively.

Table 14

**Leadership Qualities Along Vision of the School Heads
as Perceived by School Heads and
Teaching Personnel**

| Qualities | Respondents' Category | | | Combined Mean/ Interpretation | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------|--------------|----------|--------------|-----------|
| | Supervisor/Principals | Head Teachers/TIC | Teaching Personnel | | | | | |
| | X_w /Interpretation | X_w /Interpretation | X_w /Interpretation | | | | | |
| 1 The school head anticipate the needs of the school and provide necessary mechanism and structure to meet its needs. | 4.50 | VS | 4.14 | VS | 3.32 | S | 3.99 | VS |
| 2 The school head view major problems and opportunities | 4.25 | VS | 3.86 | VS | 3.33 | S | 3.81 | VS |
| 3 The school head prepares a holistic view in terms of plan of action to fulfill the commitment of the school in order to carry out its vision, mission, goals, and objectives. | 4.25 | VS | 4.14 | VS | 3.51 | VS | 3.97 | VS |
| 4 The school head can project enrolment trends and capable enough to carry out changes. | 4.25 | VS | 4.00 | VS | 3.40 | S | 3.88 | VS |
| 5 The school head perceive the role of the school within the next 5-to-10 years to a futuristic plans and programs to make the school a catalyst for change. | 4.25 | VS | 4.14 | VS | 3.33 | S | 3.91 | VS |
| Total | 21.50 | - | 20.28 | - | 16.89 | - | 19.56 | - |
| Grand Mean | 4.30 | 0 | 4.06 | VS | 3.38 | S | 3.91 | VS |

The grand mean was pegged at a value of 4.30 for the supervisor/principals, 4.06 for the head teachers/TIC, and 3.38 for the teaching personnel. For the combined mean, it posted at a value of 3.91 which is interpreted as very satisfactory.

Leadership qualities along Inspiring. Table 15 presents the leadership qualities of the school heads and teaching personnel along inspiring. As reflected in the table, it shows that of the five indicators along leadership qualities of the school heads in terms of inspiring. All of them were rated by the supervisor/principals as very satisfactory that posted a weighted mean values of 4.50, 4.25, 4.50, 4.25, and 4.50. For the head teachers/TIC, out of the five indicators presented, one indicator specifically on # 3 were rated by themselves as outstanding that posted a weighted mean value of 4.57 which states that the school head know how to give due credit to the right person in relation with his accomplished task, while the remaining indicators were rated as very satisfactory that posted a weighted mean values of 4.43, 4.14, 4.29, and 4.43.

Meanwhile, among the five indicators presented to the teaching personnel-respondents, all of them were rated by themselves as satisfactory that posted a weighted mean values of 3.38, 3.34, 3.30, 3.25, and 3.33 respectively. The grand mean posted at a value of 4.40 interpreted as very satisfactory for the supervisor/principals' perception, 4.37 for the head teachers/TIC interpreted also as very satisfactory and 3.32 for the teaching personnel-respondents'

Table 15

**Leadership Qualities Along Inspiring of School Heads
as Perceived by School Heads and
Teaching Personnel**

| Qualities | Respondents' Category | | | Combined Mean/ Interpretation | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------------|--------------|----------|--------------|-----------|
| | Supervisor/principals | Head Teachers/TIC | Teaching Personnel | | | | | |
| | X_w /Inter- pretation | X_w /Inter- pretation | X_w /Inter- pretation | | | | | |
| 1 The school head can motivate his teachers to perform their job effectively and efficiently. | 4.50 | VS | 4.43 | VS | 3.38 S | 4.10 | VS | |
| 2 The school head recognizes teachers with leadership potentials and permit to hone their skills. | 4.25 | VS | 4.14 | VS | 3.34 S | 3.91 | VS | |
| 3 The school head know how to give due credit to the right person in relation with his accomplished task. | 4.50 | VS | 4.57 | O | 3.30 S | 4.12 | VS | |
| 4 The school head creates the condition that cause people to do their work with willingness and enthusiasm. | 4.25 | VS | 4.29 | VS | 3.25 S | 3.93 | VS | |
| 5 The school head establish high motivation technique to keep teachers do their work productively according to what is expected on them. | 4.50 | VS | 4.43 | VS | 3.33 S | 4.09 | VS | |
| Total | 22.00 | - | 21.86 | - | 16.60 | - | 20.15 | - |
| Grand Mean | 4.40 | VS | 4.37 | VS | 3.32 | S | 4.03 | VS |

Legend: 4.51 - 5.00 Outstanding (O)
 3.51 - 4.50 Very Satisfactory (VS)
 2.51 - 3.50 Satisfactory (S)
 1.51 - 2.50 Poor (P)
 1.00 - 1.50 Very Poor (VP)
 SH - School Heads

perception interpreted satisfactory. The combined mean on the three categories of respondents posted at a value of 4.03 interpreted as very satisfactory.

**Comparison of the Perceptions of the
Three Groups of Respondents on
the Leadership Qualities**

The mean of the leadership qualities along integrity as perceived by the three categories of respondents, themselves, and the results of the computation made using the one-way ANOVA and Posteriori test is herein presented.

Leadership qualities along integrity. Table 16 shows the means and their comparative analysis using ANOVA for the required leadership qualities of school heads along integrity. The respondents were grouped into three according to their perception on the leadership qualities of school heads along integrity, as follows: 1) supervisor/principals; 2) Head teachers/TIC and 3) the Teaching Personnel. As gleaned from Table 15, leadership qualities of school heads along integrity were perceived by the supervisor/principals-respondents (grand mean = 4.37), the head teachers/TIC-respondents (grand mean = 4.32), and the teaching personnel-respondents (grand mean = 3.53) as "very satisfactory.

The results of the one-way ANOVA for comparing differences of means of the three categories of respondents resulted to F-value of 3.89 at df=2 and 12.

Thus, the hypothesis was rejected and the differences in the means were found significant.

Table 16

Comparison of the Perceptions of the School Heads and Teaching personnel on the Leadership Qualities Along Integrity

| SUMMARY | | | | | | | |
|----------------------------|--------------|------------|----------------------------------|-----------------|----------------|---------------|----------------------------|
| Groups | Count | Sum | Mean/Interpre- tation | Variance | | | |
| Supervisor/principals | 5 | 21.83 | 4.37 | VS | 0.047 | | |
| Head Teachers/TIC | 5 | 21.61 | 4.32 | VS | 0.049 | | |
| Teaching Personnel | 5 | 17.63 | 3.53 | VS | 0.009 | | |
| ANOVA | | | | | | | |
| Source of Variation | SS | df | MS | F | P-value | F crit | Evaluation/Decision |
| Between Groups | 2.24 | 2 | 1.12 | 31.91 | 1.57E-05 | 3.89 | S/Reject Ho |
| Within Groups | 0.42 | 12 | 0.04 | | | | |

| | | | | | | | |
|--------------|-------------|-----------|----------|----------|----------|----------|----------|
| Total | 4.34 | 14 | - | - | - | - | - |
|--------------|-------------|-----------|----------|----------|----------|----------|----------|

Legend: 4.51 - 5.00 Outstanding (O)
 3.51 - 4.50 Very Satisfactory (VS)
 2.51 - 3.50 Satisfactory (S)
 1.51 - 2.50 Poor (P)
 1.00 - 1.50 Very Poor (VP)
 S - Significant

Table 17 shows the means and their comparative analysis using Posteriori test for comparing the perceptions of the pair of groups, as follows: 1)

supervisor/principals, and head teachers/TIC, 2) supervisor/principals and the teaching personnel, and 3) head teachers/TIC and the teaching personnel. As gleaned from Table 16, it shows that the leadership qualities of school heads along integrity were perceived by pair of supervisor/principals head teachers along integrity were perceived

Table 17

**Posteriori Test in Comparing the Perceptions of the School Heads
and Teaching Personnel on the Leadership Qualities
Along Integrity**

| Pairs | Absolute Difference in Mean | Computed F' Value | Critical F' value | Evaluation |
|-------------------------------------------|-----------------------------|-------------------|-------------------|-----------------|
| Supervisor/principals & Head Teachers/TIC | 0.05 | 0.16 | 7.78 | Not Significant |
| Supervisor/principals & Head Teachers/TIC | 0.84 | 44.10 | 7.78 | Significant |
| Head Teachers/TIC & Teaching Personnel | 0.79 | 39.01 | 7.78 | Significant |

having (absolute difference in mean = 0.05), and with pairs between the supervisor/principals and teaching personnel, their perception has an (absolute difference in mean = 0.84), while, for the head teachers and teaching personnel, their perception in terms of leadership qualities of school heads along integrity has an (absolute difference in mean = 0.79) respectively.

The result of the Posteriori test for comparing differences of means of the three pairs of respondents resulted to F-value of 0.16 which is lesser than the tabular F-value of 7.78, thus, the differences in the means were found not significant, that is for the pairs of supervisor/principal and head teachers/TIC.

Using again the posteriori test for comparing differences of F-value of 44.10 which is greater than the tabular F-value of 7.78, these differences in the means were found significant.

For the pairs of head teachers/TIC and the teaching personnel using the same type of test where it resulted to an F-value of 39.01 which is greater than the tabular value of 7.78 therefore the differences of the means was found to be significant.

Leadership qualities along competence. Table 18 presents the income and their comparative analysis using ANOVA for the required leadership qualities of school heads along competence. The respondents were grouped into three according to their perception on the leadership qualities of school heads along competence as follows: 1) supervisor/principals 2) Head Teachers/TIC and 3) teaching personnel.

Table 18

**Comparison of the Perceptions of the School Heads and Teaching Personnel
on the Leadership Qualities Along Competence**

| SUMMARY | | | | | | |
|-----------------------|--------------|------------|--------------------------|--------|--------------|--------|
| Groups | Count | Sum | Mean/Interpre- tation | | Variance | |
| Supervisor/Principals | 45 | 194.00 | 4.31 | VS | 0.066 | |
| Head Teachers/TIC | 45 | 189.02 | 4.20 | VS | 0.031 | |
| Teaching Personnel | 45 | 156.90 | 3.49 | S | 0.008 | |
| ANOVA | | | | | | |
| Source of Variation | SS | df | MS | F | P- value | F crit |
| Between Groups | 18.02 | 2 | 9.01 | 257.38 | 2.81E- 46 | 3.06 |
| Within Groups | 4.62 | 132 | 0.04 | | | |
| Total | 22.64 | 134 | | | | |

Legend: 4.51 - 5.00 Outstanding (O)
 3.51 - 4.50 Very Satisfactory (VS)
 2.51 - 3.50 Satisfactory (S)
 1.51 - 2.50 Poor (P)
 1.00 - 1.50 Very Poor (VP)
 S - Significant

As shown in the table, the leadership qualities of school heads along competence were perceived by the supervisor/principals-respondents where the (grand mean = 4.31), Head Teachers/TIC-respondents (grand mean = 4.20), and the teaching personnel-respondents (grand mean = 3.49) which is interpreted as

very satisfactory for both the supervisor and the school head and satisfactory for teaching personnel-respondents.

The result of the One-way ANOVA for comparing differences of means of the three categories of respondents resulted to F-value of 257.38 which is greater than the tabular F-value of 2.81 at degrees of freedom=2 and 132. Therefore, the hypothesis was rejected and the differences in the means were found to be significant.

Table 19 shows the means and their comparative analysis using Posteriori test for comparing the perceptions of the pair of groups as follows: 1) supervisor/principals and head teachers/TIC; 2) supervisor/principal and teaching personnel, and 3) head teachers/TIC and teaching personnel. As shown in Table 18, it reflects that the leadership qualities of school heads along competence were perceived both the supervisor/principals and the head teachers/TIC as having (absolute difference in mean = 0.11) while, for the pair between the supervisor/principals and the teaching personnel, they perceived that it has an (absolute difference in mean = 0.82), and for the pair between the head teachers and the teaching personnel, their perception has (absolute difference in mean = 0.7).

The result of the Posteriori test for comparing difference of means of the three pairs of respondents resulted to an F-value of 6.87 which is greater than the tabular F-value of 6.12 based on the perception of the pairs between the

supervisor/principals and head teachers/TIC, thus, the differences of the means was found to be significant.

Table 19

Posteriori Test in Comparing the Perceptions of the School Heads and Teaching Personnel on the Leadership Qualities Along Competence

| Pairs | Absolute Difference in Mean | Computed F' Value | Critical F' value | Evaluation |
|--------------------------------------------|-----------------------------|-------------------|-------------------|-------------|
| Supervisor/Principals & Head Teachers/TIC | 0.11 | 6.87 | 6.12 | Significant |
| Supervisor/Principals & Teaching Personnel | 0.82 | 382.05 | 6.12 | Significant |
| Head Teachers/TIC & Teaching Personnel | 0.71 | 286.42 | 6.12 | Significant |

Using again the Posteriori test for comparing differences of means between the pairs of the supervisor/principals and teaching personnel resulted to an F-value of 382.05 which is much greater than the tabular F-value of 6.12, therefore, the differences of the means was found to be significant.

Meanwhile, the pair of respondents between the head teachers/TIC and teaching personnel using the same type of test resulted to an F-value of 286.42 which is also much higher than the tabular F-value of 6.12, thus, the differences of the means was found to be significant.

Leadership qualities along courage. Table 20 shows the means and their comparative analysis using One-way ANOVA for the required leadership

Table 20

Comparison of the Perceptions of the School Heads and Teaching Personnel on the Leadership Qualities Along Courage

| SUMMARY | | | | | | | |
|-----------------------|-------------|-----------|---------------------|--------|----------|--------|---------------------|
| Groups | Count | Sum | Mean/Interpretation | | Variance | | |
| Supervisor/principals | 5 | 22.20 | 4.44 | VS | 0.012 | | |
| Head Teachers/TIC | 5 | 21.15 | 4.23 | VS | 0.007 | | |
| Teaching Personnel | 5 | 16.99 | 3.40 | S | 0.001 | | |
| ANOVA | | | | | | | |
| Source of Variation | SS | df | MS | F | P-value | F crit | Evaluation/Decision |
| Between Groups | 3.04 | 2 | 1.52 | 232.17 | 2.56E-10 | 3.89 | S/Reject Ho |
| Within Groups | 0.08 | 12 | 0.01 | | | | |
| Total | 3.12 | 14 | | | | | |

Legend: 4.51 - 5.00 Outstanding (O)
 3.51 - 4.50 Very Satisfactory (VS)
 2.51 - 3.50 Satisfactory (S)
 1.51 - 2.50 Poor (P)
 1.00 - 1.50 Very Poor (VP)
 S - Significant

qualities of school heads along courage. As gleaned from Table 19, it reflects that the leadership qualities of school heads along courage were grouped into three

based on their perception as follows: 1) Supervisor/Principals 2) Head Teachers/TIC and 3) Teaching Personnel. As shown in the said table, the supervisor/principals-respondents has the (grand mean = 4.44), Head Teachers/TIC-respondents has (grand mean = 4.23), while the teaching personnel-respondents has (grand mean = 3.40) respectively. These mean values as perceived by the supervisor/principals and head teachers/TIC were interpreted as very satisfactory while the mean value perceived by the teaching personnel-respondents was interpreted as satisfactory.

The result of the computation for One-way ANOVA for comparing differences of means of the three categories of respondents resulted to an F-value of 232.7 which is greater than the tabular F-value of 3.89 at $df=2$ and 12. Thus, the hypothesis was rejected and the difference in the means was found to be significant.

Table 21 shows the means and their comparative analysis using Posteriori test for comparing the perceptions of the pair of groups as follows: 1) supervisor/ principals and Head teachers/TIC; 2) supervisor/principals and teaching personnel, and 3) Head teachers/TIC and Teaching personnel. As reflected in Table 20, it can be gleaned that the leadership qualities of school heads along courage as perceived by the supervisor/principals- and head teachers/TIC-respondents has (an absolute difference in mean = 0.21), for the pair between supervisor/principals and teaching personnel has (an absolute difference in mean = 1.04) while for the pair between the head teachers/TIC and

the teaching personnel, it has been perceived by themselves having (an absolute difference in mean = 0.83).

Table 21

**Posteriori Test in Comparing the Perceptions of School Heads
and Teaching Personnel on the Leadership Qualities
Along Courage**

| Pairs | Absolute Difference in Mean | Computed F' Value | Critical F' value | Evaluation |
|--------------------------------------------|-----------------------------|-------------------|-------------------|-------------|
| Supervisor/principals & Head Teachers/TIC | 0.21 | 11.03 | 7.78 | Significant |
| Supervisor/Principals & Teaching Personnel | 1.04 | 270.4 | 7.78 | Significant |
| Head Teachers/TIC & Teaching Personnel | 0.83 | 172.23 | 7.78 | Significant |

The result of the Posteriori test for comparing differences of means between the perception of the pair of supervisor/principals and head teachers/TIC resulted to an F-value of 11.03 which is higher than the critical F-value of 7.78, thus, this differences of the means was found to be significant.

The same type of test was utilized for comparing differences of means between the perception of the pair supervisor/principals and teaching personnel resulted to an F-value of 270.4 which is very much higher than the tabular F-value of 7.78, these differences of the means were significant.

On the pair of head teachers and teaching personnel where the Posteriori test was also utilized for comparing differences of means resulted to an F-value of 172.23 which is much higher than the tabular F-value of 7.78, this would mean that these differences of the means were significant.

Leadership qualities along vision. Table 22 shows the means and their comparative analysis using ANOVA for the required leadership qualities of school heads along vision. The respondents were grouped into three according to their perception on the leadership qualities of school heads along this category as follows: 1) supervisor/principals, 2) Head Teachers/TIC, and 3) Teaching Personnel.

As shown in the table, the leadership qualities of school heads along vision were perceived by the supervisor/principals-respondents (grand mean=4.30), Head Teachers/TIC-respondents (grand mean=4.06), and the teaching personnel-respondents (grand mean=3.38) respectively where the two grand mean of the supervisor/principals and head teachers/TIC-respondents were interpreted as very satisfactory and the remaining one was interpreted as satisfactory.

Table 22

**Comparison of the Perceptions of the School Heads and Teaching Personnel
on the Leadership Qualities
Along Vision**

| SUMMARY | | | | | | |
|-----------------------|--------------|------------|----------------------------------|----|-----------------|--|
| Groups | Count | Sum | Mean/Interpre- tation | | Variance | |
| Supervisor/principals | 5 | 21.50 | 4.30 | VS | 0.012 | |
| Head Teachers/TIC | 5 | 20.28 | 4.06 | VS | 0.016 | |
| Teaching Personnel | 5 | 16.89 | 3.38 | S | 0.006 | |

| ANOVA | | | | | | | |
|--------------------------------|-------------|-----------|-----------|----------|---------------------|---------------|----------------------------|
| Source of Variation | SS | df | MS | F | P- value | F crit | Evaluation/Decision |
| Between Groups | 2.28 | 2 | 1.14 | 98.80 | 3.52E- 08 | 3.89 | S/Reject Ho |
| Within Groups | 0.14 | 12 | 0.01 | | | | |
| Total | 2.42 | 14 | | | | | |

Legend: 4.51 - 5.00 Outstanding (O)
 3.51 - 4.50 Very Satisfactory (VS)
 2.51 - 3.50 Satisfactory (S)
 1.51 - 2.50 Poor (P)
 1.00 - 1.50 Very Poor (VP)
 S - Significant

The result of the One way ANOVA for comparing differences of means of the three categories of respondents resulted to the F-value of 98.80 which is greater than the tabular F-value of 3.89 at degrees of freedom = 2 and 12 respectively. Thus, the hypothesis was rejected and the difference of means were found to be significant.

Table 23 presents the means and their comparative analysis using Posteriori test for comparing the perceptions of the pair of groups as follows: 1) Supervisor/Principals and Head Teachers/TIC, 2) supervisor/principals and teaching personnel, and 3) Head Teachers/TIC and teaching personnel. As shown from Table 22, it reflects that the leadership qualities of school heads along vision were perceived by the first pair of respondents having (absolute difference in mean = 0.24), the second pair of respondents has (absolute difference in mean = 0.92), and the third pair of respondents has (absolute difference in mean = 0.68) respectively.

Table 23

Posteriori Test in Comparing the Perceptions of School Heads and Teaching Personnel on the Leadership Qualities of School Heads Along Vision

| Pairs | Absolute Difference in Mean | Computed F' Value | Critical F' value | Evaluation |
|--------------------------------------------|-----------------------------|-------------------|-------------------|-------------|
| Supervisor/principals & Head Teachers/TIC | 0.24 | 14.40 | 7.78 | Significant |
| Supervisor/Principals & Teaching Personnel | 0.92 | 211.60 | 7.78 | Significant |
| Head Teachers/TIC & Teaching Personnel | 0.68 | 115.60 | 7.78 | Significant |

The result of the Posteriori test for comparing the mean difference of the first pair of respondents resulted to F-value of 14.40 which is greater than the tabular F-value of 7.78, thus, the mean difference was found to be significant. For the second pair of respondents resulted to F-value of 211.60 which is very much higher than the tabular F-value of 7.78, therefore, this mean differences were found to be significant.

For the third pair of respondents resulted to F-value of 115.60 which means much higher than the tabular F-value of 7.78, thus, this mean difference was found to be significant.

Leadership qualities along vision. The mean of the leadership qualities along inspiring as perceived by the three categories of respondents and the results of the computation made using the One-way ANOVA for the required leadership qualities of school heads along inspiring. The respondents of the study were grouped into three based on their perception of the leadership qualities of school heads along inspiring as follows: 1) supervisor/principals, 2) Head Teachers/TIC, and 3) Teaching Personnel.

As shown in Table 24, the supervisor/principals-respondents perceived a (grand mean = 4.40), the head teachers/TIC-respondents perceived a (grand mean = 4.37) which is interpreted as very satisfactory. Meanwhile, on the teacher-respondents, they perceived themselves a (grand mean= 3.32) which is interpreted as satisfactory.

The result of the One-way ANOVA for comparing the mean difference of the three categories of respondents resulted to an F-value of 119.13 which is very much higher than the tabular F-value of 119.13 at $df=2$ and 12 respectively. Thus, the hypothesis was rejected and the differences in the means were found significant.

Leadership qualities of school heads along inspiring. Table 24 presented the Posteriori tests for comparing the perceptions of the pair of groups as follows: 1) supervisor/principals and Head Teachers/TIC, 2) supervisor/principals and teaching personnel, and 3) Head Teachers/TIC and Teaching Personnel.

As shown in the said table, it indicates that the leadership qualities of school heads along inspiring were perceived by the first pair of respondents having (absolute difference in mean = 0.03), the second pair of respondents having (absolute difference in mean = 1.08), and the third pair of respondents having (absolute difference in mean = 1.05 respectively).

The result of the Posteriori test for comparing the mean difference of the first pair of respondents resulted to an F-value of 0.11 which is lesser than the tabular F-value of 7.78, thus, the mean difference was found to be not significant. For the second pair of respondents resulted to an F-value of 145.80 which is very much higher than the tabular F-value of 7.78, therefore, the difference in the

Table 24

Comparison of the Perceptions of the School Heads, and Teaching Personnel on the Leadership Qualities Along Inspiring

| SUMMARY | | | | | | |
|-----------------------|-------------|-----------|---------|--------|----------|--------|
| Groups | Count | Sum | Average | | Variance | |
| Supervisor/principals | 5 | 22.00 | 4.40 | VS | 0.019 | |
| Head Teachers/TIC | 5 | 21.86 | 4.37 | VS | 0.027 | |
| Teaching Personnel | 5 | 16.60 | 3.32 | S | 0.002 | |
| ANOVA | | | | | | |
| Source of Variation | SS | df | MS | F | P-value | F crit |
| Between Groups | 3.79 | 2 | 1.89 | 119.13 | 1.22E-08 | 3.89 |
| Within Groups | 0.19 | 12 | 0.02 | | | |
| Total | 3.98 | 14 | | | | |

Legend: 4.51 - 5.00 Outstanding (O)
 3.51 - 4.50 Very Satisfactory (VS)
 2.51 - 3.50 Satisfactory (S)
 1.51 - 2.50 Poor (P)
 1.00 - 1.50 Very Poor (VP)
 S - Significant

means was found to be significant. For the third pair of respondents resulted to an F-value of 137.81 which is also much higher than the tabular F-value of 7.78 in which the mean difference was found to be significant.

Table 25

**Posteriori Test in Comparing the Perceptions of the School Heads
and Teaching Personnel on the Leadership Qualities of
School Heads Along Inspiring**

| Pairs | Absolute Difference in Mean | Computed F' Value | Critical F' value | Evaluation |
|---------------------------------------------|-----------------------------|-------------------|-------------------|-----------------|
| Supervisor/principals & Head Teachers/TIC | 0.03 | 0.11 | 7.78 | Not Significant |
| Supervisor/Principals Teaching Personnel | 1.08 | 145.80 | 7.78 | Significant |
| Head Teachers/TIC & Teaching Personnel | 1.05 | 137.81 | 7.78 | Significant |

**Relationship Between the Performance
of the Teaching Personnel and the
Leadership Qualities of the
School Heads**

This section discusses the relationship between the performance of the teaching personnel and the leadership qualities of the school heads in Jiabong District.

Table 26 presents the relationship between the performance of the teaching personnel and the leadership qualities of the school heads. As shown in Table 26, it indicates that under the leadership qualities of school heads along integrity, the computed Fisher's t value of 0.140 is proved to be lesser than the

Table 26

Relationship Between the Performance of the Teaching Personnel and the Leadership Qualities of the School Heads

| Qualities | r_{xy} | Fisher's t | $t_{tab};$ $\alpha=0.05;$ $df=.87$ | Evaluation |
|-------------|----------|------------|------------------------------------------|--------------|
| Integrity | 0.015 | 0.140 | 1.96 | NS/Accept Ho |
| Competence | | | | |
| Planning | 0.095 | 0.890 | 1.96 | NS/Accept Ho |
| Controlling | 0.074 | 0.692 | 1.96 | NS/Accept Ho |
| Organizing | 0.045 | 0.420 | 1.96 | NS/Accept Ho |
| Leading | 0.085 | 0.796 | 1.96 | NS/Accept Ho |
| Courage | 0.106 | 0.994 | 1.96 | NS/Accept Ho |
| Vision | 0.133 | 1.252 | 1.96 | NS/Accept Ho |
| Inspiring | 0.123 | 1.156 | 1.96 | NS/Accept Ho |

Legend: NS - Not significant

tabular value of 1.96 at 0.05 level of significance and df = 0.87. This statistical result tends to the acceptance of the null hypothesis which states that "there is no significant relationship between the performance of the teaching personnel and the leadership qualities of the school heads. It means that the three groups of

respondents have the same perceptions with respect to the relationship between the performance of the teaching personnel as well as the leadership qualities of the school heads.

Along the leadership qualities of school heads in terms of their competencies in planning, controlling, organizing, and leading. Table 25 shows the results of the computation using the Fisher's t test on the following competencies: on planning, the computed Fisher's t value resulted to 0.890; controlling resulted to a computed Fisher's t value of 0.692; organizing has a computed Fisher's t value of 0.420, and leading resulted to have a computed fisher's t value of 0.796 respectively. These computed Fisher's t values under the competencies of school heads were proved to be lesser than the tabular value of 1.96 at 0.05 level of significance and $df = 0.87$. This statistical result leads to the acceptance of the null hypothesis which states that "there is no significant relationship between the performance of the teaching personnel and the leadership qualities of school heads along their competencies.

On the leadership qualities of school heads along courage, Table 25 shows the results of the computation using the Fisher's t test that resulted to have a value of 0.994 which is proved to be lesser than the tabular t-value of 1.96 at 0.05 level of significance and $df=0.87$. This result leads to the acceptance of the hypothesis which states that there is no significant relationship between the performance of the teaching personnel and the leadership qualities of the school heads along courage.

Along the leadership qualities of school heads in terms of their vision, Table 26 shows the results of the computation using the appropriate statistical tools that resulted to a value of 1.252 and the level of significance at 0.05, $df=0.87$. This statistical result leads to the acceptance also of the hypothesis that states that "there is no significant relationship between the performance of the teaching personnel and the leadership qualities of school heads along their vision and strategy."

Along the leadership qualities of school heads in terms of inspiring. Table 26, again, presents the results of the computation using the Fisher's t test that resulted to have a value of 1.156 at 0.05 level of significance and $df = 0.87$. This statistical result leads to the acceptance of the hypothesis that states that "there is no significant relationship between the performance of the teaching personnel and the leadership qualities of school heads along inspiring.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn from the findings and the recommendations on the basis of the conclusions.

Summary of Findings

Based on the data gathered and statistical testing and analysis, the following are the findings of the study:

1. The age distribution of the school head-respondents clustered around 48 years old. For male school head-respondents, one or 14.29 percent reached the age of 54 years old and one or 14.29 percent reached the age of 54 years old and one or 14.29 percent was 48 years old. For female school head-respondents, one or 14.29 percent was 40 years old, one or 14.29 percent was 51 years old and one or 14.29 percent was 52 years old, the oldest was 57 years old while the youngest was 39 years old.
2. Majority of the school head-respondents or four or 57.14 percent finished master's degree, one or 14.29 percent earned units in doctoral degree program while two or 28.57 percent earned units in master's degree.
3. In relation with the length of service of the school head-respondents, one or 14.29 percent had been in the service for seven years, one or 14.29 percent has six years, one or 14.29 percent has 5 years, one or 14.29 percent

has four years, two or 28.57 percent has two years and one or 14.29 percent has one year or still new in the service.

4. As to the place of assignment of the school head-respondents, most of them or six or 85.71 percent were assigned in non-central schools, while one or 14.29 percent was assigned in central school.

5. On the in-service training attended by the school head-respondents, one or 14.29 percent attended four trainings in the national level, two or 28.57 percent attended one training in the national level while four or 57.14 percent have not specified.

In the regional level, one or 14.29 had attended two trainings, one or 14.29 percent attended one training, while five or 71.43 percent have not specified.

In the division level, one or 14.29 percent attended four trainings, two or 28.57 percent attended three trainings, one or 14.29 percent attended one training while three or 42.86 percent have not specified.

In the district level, one or 14.29 percent attended three trainings, two or 28.57 percent attended one training, while four or 57.14 percent have not specified.

6. As to the number of teachers supervised by the school head-respondents, three or 42.86 percent had supervised nine teachers, one or 14.29 percent supervised eight teachers, one or 14.29 percent supervised six teachers, one or 14.29 percent had supervised five teachers while one or 14.29 percent did not specify.

7. With regards to the monthly income of the school head-respondents, most of them posted an average month income that ranged from PhP16,995.00 – PhP27,808.00 which implies that they were living above poverty threshold set by the NEDA in 2006 for Eastern Visayas region.

8. For the honors and awards received by the school head-respondents, most of them have not received any honor and awards, one or 14.29 percent received a diploma, and one or 14.29 percent received a certificate of recognition from National Achievement Test.

9. As to the teaching personnel's performance rating for the past two years, for the school year 2008-2009, 28 out of 89 teachers got a numerical rating ranged between 8.45-8.77, 40 or 44.93 percent got a rating that ranged between 8.12-8.44, 18 or 20.22 percent got a rating between 7.79-8.11, no one has a rating that ranged between 7.46-7.78, while two or 2.25 percent has a rating between 7.13-7.45, no one has a rating that ranged between 5.48 up to 7.12 and one or 1.12 percent got a rating that ranged between 5.12-5.47, respectively.

10. In relation with the leadership qualities along integrity of the school heads as perceived by themselves, the school heads and teaching personnel, the following were the top of the list based on the weighted means: 1) the school head is transparent in all of his transactions of programs and projects of the school (4.17 or very satisfactory); 2) the school head is always cordial and respectful in dealing with the transacting public (4.11 or very satisfactory); 3) the

school head displays tactfulness and diplomacy among his subordinates and peers in the organization (4.05 or very satisfactory).

11. As to the leadership qualities along competence of the school heads as perceived by themselves, the school heads and teaching personnel, the following were the top five of the list based on the weighted means: 1) the school head formulates plans, programs, and projects based on priority needs and available resources (4.22 or very satisfactory); 2) the school head sees to it that activities of the teachers are in line with the school goals, policies and directives (4.15 or very satisfactory); 3) the school head develops strong working unit or team culture that will enhance excellence and high performance work (4.14 or very satisfactory); 4) the school head explains well to teachers relative to their plans, programs, and projects of the school (4.10 or very satisfactory), and 5) the school head establishes policies, rules and standard procedures to achieve desired result of the goals and objectives of the school (4.08 or very satisfactory).

12. As to the leadership qualities along coordinating/controlling of the school heads as perceived by themselves, the school heads and teaching personnel, the following were the top five of the list based on the weighted means: 1) the school head discusses with teachers to achieve the vision, mission, goals, and objectives of the school (4.19 or very satisfactory); 2) the school head sets deadline for the submission of required reports of teachers which are considered as realistic and achievable (4.12 or very satisfactory); 3) the school head establishes good atmosphere conducive to all members of the organization

(4.12 or very satisfactory); 4) the school head establishes policies and school regulations and standards to achieve goals and objectives as well as to achieve the mission (4.10 or very satisfactory), and 5) the school head maintains community relations with the parents, teachers, barangay officials, and stakeholders to have harmonious relationship as well as cooperation in the community (4.10 or very satisfactory).

13. As to the leadership qualities along organizing of the school heads as perceived by themselves, the school heads and teaching personnel, the following were the top five of the list based on the weighted means: 1) the school head develops strong working relationship with his subordinates in the organization (4.31 or very satisfactory); 2) the school head provides duties and responsibilities among teachers which are relevant to the teaching career and profession (4.16 or very satisfactory); 3) the school head assigned right person on the right job that will expedite the flow of work in the school (4.10 or very satisfactory); 4) the school head provides a five-year staff development program among his teachers to upgrade and enhance in terms of their knowledge and skills, and 5) the school heads responds immediately to inquiries and request for the staff and personnel who needs correct information and related services (4.00 or very satisfactory).

14. As to the leadership qualities along leading, these three groups of school head-respondents perceived themselves based on the indicators presented and they rated it as very satisfactory with the following weighted means: 4.08,

4.04, 4.03, 4.00 and 3.94, respectively. These were as follows: 1) the school head maintains equal concern for task accomplishment by meeting the staff members on regular basis to discuss and evaluate staff assignment; 2) the school head discuss and evaluate staff assignment; 2) the school head directs the subordinates to the job prescribed for everyone and made himself available anytime of their assistance; 3) the school head delegates responsibility with commensurate authority and resources in classroom operation through teachers empowerment; 4) the school head organizes goals and objectives in answer to the needs and priorities of each member, and 5) the school head seeks and maintains competence as performance criteria, regardless of sex, race or other factors in workers background, respectively.

15. As to the leadership qualities along courage of the school heads as perceived by themselves, the school heads and teaching personnel, the following were the top three of the list: 1) the school head adopts change smoothly for the development and progress of the school (4.06 or very satisfactory); 2) the school head lead in the development and implementation of educational programs (4.04 or very satisfactory), and 3) the school head makes wise decisions for the betterment of the school (4.03 or very satisfactory).

16. In relation with the leadership qualities along vision of school heads as perceived by themselves, the school heads and teaching personnel, the following were the top three of the list based on the weighted means: 1) the school head anticipate the needs of the school and provide necessary mechanism

and structure to meet its needs (3.99 or very satisfactory); 2) the school head prepares a holistic view in terms of plan of action to fulfill the commitment of the school in order to carry out its vision, mission, goals and objectives (3.97 or very satisfactory).

17. As to the leadership qualities along inspiring of the school heads as perceived themselves, the school heads and teaching personnel, the following were the top three of the list based on the weighted means: 1) the school head know how to give due credit to the right person in relation with the accomplished task (4.12 or very satisfactory); 2) the school had motivate his teachers to person their job effectively and efficiently (4.10 or very satisfactory), and 3) the school head establish high motivation technique to keep teachers do their work productively according to what is expected on them (4.09 or very satisfactory).

18. The following are the computed F-values for comparing the perceptions of the three groups of respondents on the leadership qualities along integrity, $F=31.91$; on competence, $F=257.38$; on courage, $F=232.17$; along vision, $F=98.80$, and on inspiring, $F=119.13$. All these F-values proved greater than the tabular F-values of 3.89 and 3.06 at $df = 2, 12$, and 132, and 0.05 level of significance. Thus, the hypothesis of no significant differences on the perceptions of the school heads and teaching personnel was rejected.

19. The following are the computed F-values for comparing the perceptions of the pairs of the three groups of respondents on the leadership

qualities along integrity for the supervisor and school head, $F=0.16$ where this value proved lesser than the tabular F-value of 7.78, thus the hypothesis of no significant differences in the perceptions of the pairs of the three groups of respondents was not significant.

For the pairs between the supervisor/principals and teaching personnel, $F=44.10$ and for the pairs between the school head and teacher, $F=39.01$. All these two values proved greater than the tabular F-value of 7.78, thus, the hypothesis of no significant differences in the perceptions of the pairs of each group of respondents, supervisor/principals, head teachers/TIC and teaching personnel was significant.

20. For the pairs between supervisor/principals and head teachers/TIC in terms of comparing the perceptions of the three groups of respondents on the leadership qualities of school heads along competence, the computed F-value was 6.87, for pairs between the supervisor and teacher, for pairs between the supervisor/principals and teaching personnel, $F=382.05$, and for pairs between the head teachers and teaching personnel, $F=286.42$, thus, the hypothesis of no significant differences in the perceptions of the pairs of the three groups of respondents was significant.

21. The following are the computed F-values for comparing the perceptions of the pairs of groups; supervisor/principals and head teachers/TIC, supervisor/principals and teaching personnel, and head teachers/TIC and teaching personnel on the leadership qualities of school heads along courage; for

supervisor/principals and head teachers/TIC, $F=11.03$; for supervisor/principals and teaching personnel, $F=270.4$; for head teachers/TIC and teaching personnel, $F=172.23$, respectively.

22. As to the comparison of the perceptions of the pairs of groups between; supervisor/principals and head teachers/TIC, supervisor/principals and teaching personnel, and head teachers/TIC and teaching personnel on the leadership qualities of school heads along vision, the following are the computed F-values: for the pair of supervisor/principals and head teachers/TIC, $F=14.40$, for the pair of supervisor/principals and teaching personnel, $F=211.60$, while for the pair of head teachers/TIC and teaching personnel, $F=115.60$, thus, all of these values proved greater than the tabular F-value of 7.78 which evaluated and interpreted as significant.

23. In comparing the perceptions of the pairs of groups of the respondents between the supervisor/principals and head teachers/TIC on the leadership qualities along inspiring, the computed F-value was found to be 0.11 and proved to be lesser than the tabular F-value of 7.78 and evaluated as not significant. For the pair of supervisor/principals and the teaching personnel, F-value was found to be 145.80; for head teachers/TIC and the teaching personnel, $F=137.81$, respectively, all of these two values was found to be greater than the tabular F-value of 7.78, thus, evaluated as significant.

24. In terms of the relationship between the performance of the teaching personnel and the leadership qualities of the school heads as perceived

by themselves, the following are the results of the relationship analyses; along integrity, competencies in planning, controlling, organizing, leading, courage, vision and inspiring, have a computed values of 0.140, 0.890, 0.692, 0.420, 0.796, 0.094, 1.752, and 1.56, respectively. All these values proved to be lesser than the critical value of 1.96 at 0.05 level of significance, $df = 87$ which lead to the acceptance of the null hypothesis.

Thus, there is no significant relationship between the performance of the teaching personnel and the leadership qualities of the school heads.

Conclusions

Based on the findings of the study, the researcher was able to formulate the following conclusions:

1. Majority of the school head-respondents were in their mid-40's and above, an indication that they were already capable of handling such kind of positions as school heads since they were already matured.
2. The female dominate the male as school-heads in Jibong district.
3. Majority of the school head-respondents finished master's degree program and some have earned units in Master's degree and on pursued in the doctoral degree program. A manifestation that majority of school head-respondents possess a high degree of education.

4. In terms of the length of service as school heads of the respondents, most of them have the length of service that ranged from four to seven years and only few were still new in the service.

5. As to the in-service trainings attended by the school head-respondents, majority of them have not specified as to the level and number of trainings attended. In contrary, only few have a chance to attend in-service training in the regional and national level. Most of the in-service training they attended was in the district and division level respectively.

6. In terms of the monthly income of the school head-respondents, majority of them posted an average monthly oncome that ranged from PhP16,995.00-PhP27,808.00 which implies that they are living above the poverty threshold which also means that they are living in a decent life.

7. The performance of the teaching personnel in Jiabong district for the past two-years, SY2008-2009 and SY2009-2010 is generally rated as "very satisfactory" by the respondents.

8. On the leadership qualities along integrity, competence, courage, vision school heads and teaching personnel-respondents had conform to the same opinion that all of these leadership qualities of school heads presented as perceived by themselves were rated as very satisfactory. This implies that these groups of respondents have rated it objectively.

However, it was only on the teaching personnel-respondents group that the leadership qualities of the school heads were rated by themselves as

satisfactory. Based on the perceptions of the teaching personnel-respondents, it can be implied that there is a need for further training among the school heads in Jiabong district on the leadership qualities so that they could perform their job effectively and efficiently.

9. Significant differences exist between the perception of the school heads and the teaching personnel themselves on the leadership qualities of school heads along competence, courage, vision and inspiring.

10. School heads should attend further trainings on the leadership qualities along competence, courage, vision and inspiring when it would enhance their knowledge and skills in management.

11. No significant relationship exist between the performance of the teaching personnel and the leadership qualities of school heads along integrity, competence, courage, vision and inspiring.

Recommendations

Based on the conclusions that were formulated, the researcher humbly recommends the following:

1. The school district in Jiabong through its supervisor in coordination with the Samar Schools Division Superintendent should link with cooperating agencies that are desirous to help and enhance the knowledge and skills in management of school heads through an upgrading training program.

2. The school district in Jiabong should establish training intervention program on leadership qualities of school heads to upgrade their knowledge and skills in management specifically along the five identified leadership qualities that a school head is required.

3. The district supervisor in Jiabong in coordination with the Schools Division Superintended of Samar must provide adequate funds to be used in conducting an intervention training program among school heads about the enhancement of their knowledge and capabilities in management.

4. A continuous in-house training or seminar for the school heads in Jiabong district must be conducted to upgrade their knowledge and skills in management.

5. Teaching personnel in Jiabong district who performs well should commend and those who did not perform well should be given proper motivation so that they will become productive workers in the organization.

6. This study may be replicated in other districts in Samar to validate the results.

7. A parallel study could be undertaken where some other factors may affect the leadership capabilities of school heads that should be looked into.

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A P P E N D I C E S



APPENDIX A
 Republic of the Philippines
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 Catbalogan City, Samar
 Telephone Numbers: (055)-543-8394 / (055)-251-2139
 Website: www.ssu.edu.ph



APPROVAL OF TITLE

June 7, 2010

The Dean of Graduate Studies
 Samar State University
 Catbalogan, Samar

Madam:

In view of my desire to conduct a research as partial fulfillment of my requirement for the degree Master of Arts in Educational Management, I respectfully submit for approval of the following research problems preferably title number 1:

1. LEADERSHIP QUALITIES PRACTICED BY SCHOOL HEADS AS PERCEIVED BY TEACHING PERSONNEL IN JIABONG DISTRICT FOR SCHOOL YEAR 2010-2011
2. LEADERSHIP QUALITIES PRACTICED BY SCHOOL HEADS AS PERCEIVED BY TEACHING PERSONNEL IN JIABONG DISTRICT FOR SCHOOL YEAR 2010-2011
3. JOB SATISFACTION OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN JIABONG DISTRICT FOR SCHOOL YEAR 2010-2011

Hope for your prompt and favorable action on this matter.

Very truly yours,

(SGD.) JOSE G. GOSOSO, JR.
 Researcher

Approved:

(SGD.)MARILYN D. CARDOSO, Ph. D.
 Dean, College of Graduate Studies

APPENDIX B



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 SAMAR STATE UNIVERSITY
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ASSIGNMENT OF ADVISER

June 8, 2010

DR. PONCIANO P. MACAPAÑAS
 Graduate School Faculty
 This University
 Catbalogan City, Samar

Sir:

Please be informed that you have been designated as adviser of Mr. JOSE G. GOSOSO candidate for the degree in **Master of Arts in Education** major in **Educational Management** who proposes to write a thesis entitled **"LEADERSHIP QUALITIES PRACTICED BY SCHOOL HEADS AS PERCEIVED BY TEACHING PERSONNEL IN JIABONG DISTRICT FOR SCHOOL YEAR 2010-2011: AN INPUT FOR SUPERVISORY TRAININGS AND DEVELOPMENT."**

Thank you for your cooperation.

Very truly yours,

MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

CONFORME:

PONCIANO P. MACAPAÑAS, Ph. D.
 Adviser

*1st copy – Dean's Office
 2nd copy – Adviser
 3rd copy – Researcher*



APPENDIX C
 Republic of the Philippines
 SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
 Catbalogan City, Samar
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 Website: www.ssu.edu.ph



**QUESTIONNAIRE FOR SUPERVISORS/PRINCIPALS/
 HEAD TEACHERS/TICs**

PART I PROFILE OF THE RESPONDENTS

Direction: Please supply the following information.

Name (Optional): _____

Age: _____ Sex: _____ Civil Status: _____

Educational Qualification (Please check appropriate box)

- Ph.D./Ed.D.
- With Doctoral units earned
- M.A./M.S.
- With Master's units earned
- BSEEd/BEEd
- Others, please specify _____

Length of Service as Supervisor/Principal/
 Head Teacher/TICs _____

Place of Assignment (Please check appropriate box)

- Central School
- Non-Central School

In-Service Training Attended

District Level: _____

Division Level: _____

Regional Level: _____

National Level: _____

Number of Teachers Supervised: _____

Honors and Awards received:



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PART II QUESTIONNAIRE ON LEADERSHIP QUALITIES OF THE SCHOOL HEADS

Direction: Please check the appropriate column that corresponds to your assessment. The ratings have the following meaning:

- 5 – Outstanding (O);
- 4 – Very Satisfactory (VS);
- 3 – Satisfactory (S);
- 2 – Poor (P), and
- 1 – Very Poor (VP)

| INDICATORS | 5 (O) | 4 (VS) | 3 (S) | 2 (P) | 1 (VP) |
|------------------------------------------------------------------------------------------------------------|----------|-----------|----------|----------|-----------|
| A. Integrity | | | | | |
| 1 The school head is transparent in all of his transactions of programs and projects of the school. | | | | | |
| 2 The school head are always cordial and respectful in dealing with the transacting public. | | | | | |
| 3 The school head displays tactfulness and diplomacy among his subordinates and peers in the organization. | | | | | |
| 4 The school head is always honest at all times. | | | | | |
| 5 The school head observe the highest standard of morality with unquestioned honesty and integrity. | | | | | |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | (O) | (VS) | (S) | (P) | (VP) |
| B. Competence (Planning) | | | | | |
| 1 The school head formulates plans, programs and projects based on priority needs and available resources. | | | | | |
| 2 The school head establishes policies, rules, and standard procedures to achieve desired result of the goals and objectives of the school. | | | | | |
| 3 The school head sees to it that activities of the teachers are in line with school goals, policies, and directives. | | | | | |
| 4 The school head develops strong working unit or team culture that will enhance excellence and high performance work. | | | | | |
| 5 The school head establishes and maintain adequate and relevant monitoring/ evaluation/supervision system for all school plans, program and projects of the school. | | | | | |
| 6 The school head empowers their teachers on matters they can have control. | | | | | |
| 7 The school head encourages teachers to participate in making decisions as well as in giving feedback concerning the school policies and programs. | | | | | |
| 8 The school head is open to any available communication to everybody in the organization. | | | | | |
| 9 The school head shows competency with his/her work. | | | | | |
| 10 The school head explains well to teachers relative to their plans, programs and projects of the school. | | | | | |

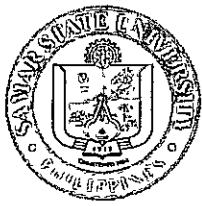
| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | (O) | (VS) | (S) | (P) | (VP) |
| B. Competence (Coordinating/Controlling) | | | | | |
| 1 The school head establishes good atmosphere conducive to all members of the organization. | | | | | |
| 2 The school head establishes policies and school regulations and standards to achieve goals and objectives as well as to achieve its mission. | | | | | |
| 3 The school head immediate action to the issues and problems submitted to the management. | | | | | |
| 4 The school head discusses with teachers to understand pupils' cumulative record sheet as well as to other evaluation sheets. | | | | | |
| 5 The school head maintains community relations with the parents, teachers, brgy. Officials and stakeholders to have harmonious relationship as well as cooperation in the community. | | | | | |
| 6 The school head establishes a system for the monitoring and evaluation of the teacher's performance. | | | | | |
| 7 The school head adjust to changes in workload, physical, human and financial resources of the school. | | | | | |
| 8 The school head discusses with teachers to achieve the vision, mission, goals, and objectives of the school. | | | | | |
| 9 The school head sets deadline for the submission of required reports of teachers which are considered as realistic and achievable. | | | | | |
| 10 The school head establishes feedback mechanism to improve the performance level of the teachers. | | | . | | |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | (O) | (VS) | (S) | (P) | (VP) |
| B. Competence (Organizing) | | | | | |
| 1 The school head exercises maximum tolerance of sharing some ideas, educational reforms, innovations and advancement that will help to develop the school and the community. | | | | | |
| 2 The school head practices balance distribution of activities, teaching loads among his teachers that will help classroom instruction more effective. | | | | | |
| 3 The school head provides duties and responsibilities among teachers which are relevant to the teaching career and profession. | | | | | |
| 4 The school head assigned right person on the right job that will expedite the flow of work in the school. | | | | | |
| 5 The school head develops strong working relationship with his subordinates in the organization. | | | | | |
| 6 The school head provides a 5-year staff development program among his teachers to upgrade and enhance in terms of their knowledge and skills. | | | | | |
| 7 The school head provides in-service training for teachers that is in line with their major field of work. | | | | | |
| 8 The school head responds immediately to inquiries and request for the staff and personnel who needs correct information and related services. | | | | | |
| 9 The school head always inform the teachers of the general teaching practices and skills where they are more responsible. | | | | | |
| 10 The school head has sufficient mechanism and device needed to assess school plans, programs and projects as well as priority needs of the school. | | | | | |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | (O) | (VS) | (S) | (P) | (VP) |
| B. Competence (Leading) | | | | | |
| 1 Organizes goals and objectives in answer to the needs and priorities of each member. | | | | | |
| 2 Establishes high motivation technique to keep all members work productively in accordance to expectation. | | | | | |
| 3 Employs delegation of authority to the lowest level of the organization and of participatory decision making. | | | | | |
| 4 Provides work/responsibilities to teachers' potentials and developed skills and capacities. | | | | | |
| 5 Develops strong working unit on team culture that enhance high performance and excellence. | | | | | |
| 6 Seeks and maintain competence as performance criteria, regardless of sex, race or other factors in workers background. | | | | | |
| 7 Provides 5-year staff development program for teachers to excel himself in the field of specialization. | | | | | |
| 8 Directs the subordinates to the job prescribed for everyone and made himself available anytime of their assistance. | | | | | |
| 9 Clarifies rules and relationships by observing teacher/pupils interactions during classroom instructions. | | | | | |
| 10 Encourages participative and team management approach in giving feedback and constructive criticism concerning the school policies and operations. | | | | | |
| 11 Delegates responsibility with commensurate authority and resources in classroom operation through teachers empowerment. | | | | | |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | (O) | (VS) | (S) | (P) | (VP) |
| 12 Coaches and counsels teachers/personnel on technical problems, productivity, career development and appropriate changes in behavior. | | | | | |
| 13 Maintains equal concern for task accomplishment by meeting the staff members on regular basis to discuss and evaluate staff assignment | | | | | |
| 14 Exercises leadership by influencing teachers to accomplish instructional tasks through improved skills in negotiating, bargaining and coalition building. | | | | | |
| 15 Applies imagination and creativity by improved problem-solving and decision-making skills. | | | | | |
| C. Courage | | | | | |
| 1 The school head makes wide decisions for the betterment of the school. | | | | | |
| 2 The school head adopts changes smoothly for the development and progress of the school. | | | | | |
| 3 The school head creates, devise and try new ways and means to deal with school situations effectively. | | | | | |
| 4 The school head manage to solve conflict and other issues and problems in school. | | | | | |
| 5 The school head lead in the development and implementation of educational programs, and projects in the school. | | | | | |
| D. Vision | | | | | |
| 1 The school head anticipate the needs of the school and provide necessary mechanism and structure to meet its needs. | | | | | |
| 2 The school head view major problems and opportunities | | | | | |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | (O) | (VS) | (S) | (P) | (VP) |
| 3 The school head prepares a holistic view in terms of plan of action to fulfill the commitment of the school in order to carry out its vision, mission, goals, and objectives. | | | | | |
| 4 The school head can project enrolment trends and capable enough to carry out changes. | | | | | |
| 5 The school head perceive the role of the school within the next 5-to-10 years to a futuristic plans and programs to make the school a catalyst for change. | | | | | |
| E. Inspiring | | | | | |
| 1 The school head can motivate his teachers to perform their job effectively and efficiently. | | | | | |
| 2 The school head recognizes teachers with leadership potentials and permit to hone their skills. | | | | | |
| 3 The school head know how to give due credit to the right person in relation with his accomplished task. | | | | | |
| 4 The school head creates the condition that cause people to do their work with willingness and enthusiasm. | | | | | |
| 5 The school head establish high motivation technique to keep teachers do their work productively according to what is expected on them. | | | | | |
| 6 Other suggestions and recommendations, please specify _____ _____ _____ | | | | | |



APPENDIX D
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QUESTIONNAIRE FOR CLASSROOM TEACHERS

PART I PROFILE OF THE RESPONDENTS

Direction: Please supply the following information

Name (Optional): _____

Name of School: _____

Address: _____

Performance Rating for the Past Two Years: _____

PART II QUESTIONNAIRE ON THE LEADERSHIP QUALITIES OF THE SCHOOL HEADS IN YOUR SCHOOL

Direction: Please check (/) the appropriate column that correspond to your assessment. The ratings have the following meaning:

- 5 – Outstanding (O);
- 4 – Very Satisfactory (VS);
- 3 – Satisfactory (S);
- 2 – Poor (P), and
- 1 – Very Poor (VP).

| INDICATORS | (O) | (VS) | (S) | (P) | (VP) |
|----------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | 5 | 4 | 3 | 2 | 1 |
| A. Integrity | | | | | |
| 1 The school head is transparent in all of his transaction of programs and projects of the school. | | | | | |
| 2 The school head is always cordial and respectful in dealing with the transacting public. | | | | | |

| INDICATORS | (O) | (VS) | (S) | (P) | (VP) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | 5 | 4 | 3 | 2 | 1 |
| 3 The school head displays tactfulness and diplomacy among his subordinates and peers in the organization. | | | | | |
| 4 The school head is always honest at all times. | | | | | |
| 5 The school head observe the highest standard of morality with unquestioned honesty and integrity. | | | | | |
| B. Competence (Planning) | | | | | |
| 1 The school head formulates plans, programs and projects based on priority needs and available resources. | | | | | |
| 2 The school head establishes policies, rules, and standard procedures to achieve the desired result of the goals and objectives of the school. | | | | | |
| 3 The school head sees to it that activities of the teachers are in line with school goals, policies, and directives. | | | | | |
| 4 The school head develops strong working unit or team culture that will enhance excellence and high performance work. | | | | | |
| 5 The school head establishes and maintain adequate and relevant monitoring/evaluation/supervision system for all school plans, program, and projects of the school. | | | | | |
| 6 The school head empowers their teachers on matter they can have control. | | | | | |
| 7 The school head encourages teachers to participate in making decisions as well in giving feedback concerning the school policies and programs. | | | | | |
| 8 The school head is open to any available communication to everybody in the organization. | | | | | |
| 9 The school head shows competency with his/her work. | | | | | |

| INDICATORS | (O) | (VS) | (S) | (P) | (VP) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | 5 | 4 | 3 | 2 | 1 |
| 10 The school head explains well to the teachers relative to their plans, programs and projects of the school. | | | | | |
| B. Competence (Coordinating/Controlling) | | | | | |
| 1 The school head establishes good atmosphere conducive to all members of the organization | | | | | |
| 2 The school head establishes policies and school regulations and standards to achieve goals and objectives as well as to achieve its mission. | | | | | |
| 3 The school head takes immediate action to the issues and problems submitted to the management. | | | | | |
| 4 The school head discusses with teachers to understand pupils' cumulative record sheet as well as to other evaluation sheets. | | | | | |
| 5 The school head maintains community relations with the parents, teachers, brgy. Officials and stakeholders to have harmonious relationship as well as cooperation in the community. | | | | | |
| 6 The school head establishes a system for the monitoring and evaluation of the teachers' performance. | | | | | |
| 7 The school head adjust to changes in workload, physical, human, and financial resources of the school. | | | | | |
| 8 The school head discusses with teachers to achieve the vision, mission, goals, and objectives of the school. | | | | | |
| 9 The school head sets deadline for the submission of required reports of teachers which are considered as realistic and achievable. | | | | | |
| 10 The school head establishes feedback mechanism to improve the performance level of the teachers. | | | | | |

| INDICATORS | (O) | (VS) | (S) | (P) | (VP) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | 5 | 4 | 3 | 2 | 1 |
| B. Competence (Organizing) | | | | | |
| 1 The school head exercises maximum tolerance of sharing some ideas, educational reforms, innovations and advancement that will help develop the school and the community. | | | | | |
| 2 The school head practices balance distribution of activities teaching load among his teachers that will help classroom instruction more effective. | | | | | |
| 3 The school head provides duties and responsibilities among teachers which are relevant to the teaching career and profession. | | | | | |
| 4 The school head assigned right person on the right job that will expedite the flow of work in the school. | | | | | |
| 5 The school head develops strong working relationship with his subordinates in the organization. | | | | | |
| 6 The school head provides a 5-year staff development program among his teachers to upgrade and enhance in terms of their knowledge and skills. | | | | | |
| 7 The school head provides in-service training for teachers that is in line with their major field of work. | | | | | |
| 8 The school head responds immediately to inquiries and request of the personnel and staff who needs correct information and related services | | | | | |
| 9 The school head always inform the teachers of the general teaching practices and skills where they are more responsible. | | | | | |
| 10 The school head has sufficient mechanism and device needed to assess school plans, programs and projects as well as priority needs of the school. | | | | | |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | (O) | (VS) | (S) | (P) | (VP) |
| B. Competence (Leading) | | | | | |
| 1 Organizes goals and objectives in answer to the needs and priorities of each member. | | | | | |
| 2 Establishes high motivation technique to keep all members work productively in accordance to expectation. | | | | | |
| 3 Employs delegation of authority to the lowest level of the organization and of participatory decision making. | | | | | |
| 4 Provides work/responsibilities to teachers' potentials and developed skills and capacities. | | | | | |
| 5 Develops strong working unit on team culture that enhance high performance and excellence. | | | | | |
| 6 Seeks and maintain competence as performance criteria, regardless of sex, race or other factors in workers background. | | | | | |
| 7 Provides 5-year staff development program for teachers to excel himself in the field of specialization. | | | | | |
| 8 Directs the subordinates to the job prescribed for everyone and made himself available anytime of their assistance. | | | | | |
| 9 Clarifies rules and relationships by observing teacher/pupils interactions during classroom instructions. | | | | | |
| 10 Encourages participative and team management approach in giving feedback and constructive criticism concerning the school policies and operations. | | | | | |
| 11 Delegates responsibility with commensurate authority and resources in classroom operation through teachers empowerment. | | | | | |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | (O) | (VS) | (S) | (P) | (VP) |
| 12 Coaches and counsels teachers/personnel on technical problems, productivity, career development and appropriate changes in behavior. | | | | | |
| 13 Maintains equal concern for task accomplishment by meeting the staff members on regular basis to discuss and evaluate staff assignment | | | | | |
| 14 Exercises leadership by influencing teachers to accomplish instructional tasks through improved skills in negotiating, bargaining and coalition building. | | | | | |
| 15 Applies imagination and creativity by improved problem-solving and decision-making skills. | | | | | |
| C. Courage | | | | | |
| 1 The school head makes wise and firm decisions for the betterment of the school. | | | | | |
| 2 The school head adopts changes smoothly for the development and progress. | | | | | |
| 3 The school head creates devise and try new ways and means to deal with school situations effectively. | | | | | |
| 4 The school head manage to solve conflict and other issues and problems in school. | | | | | |
| 5 The school head lead in the development and implementation of educational programs and projects of the school. | | | | | |
| D. Vision | | | | | |
| 1 The school head anticipate the needs of the school and provide necessary mechanism and structure to meet its needs. | | | | | |
| 2 The school head view major problems and opportunities of the school in terms of its overall contribution to development. | | | | | |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|-----|------|
| | (O) | (VS) | (S) | (P) | (VP) |
| 3 The school head prepares a holistic view in terms of plan of action to fulfill the commitment of the school in order to carry out its vision, mission, goals, and objectives. | | | | | |
| 4 The school head can project enrolment trends and capable enough to carry out changes. | | | | | |
| 5 The school head perceive the role of the school within the next 5-to-10 years to a futuristic plans and programs to make the school a catalyst for change. | | | | | |
| E. Inspiring | | | | | |
| 1 The school head can motivate his teachers to perform their job effectively and efficiently. | | | | | |
| 2 The school head recognizes teachers with leadership potentials and permit to hone their skills. | | | | | |
| 3 The school head know how to give due credit to the right person in relation with his accomplished task. | | | | | |
| 4 The school head creates the condition that cause people to do their work with willingness and enthusiasm. | | | | | |
| 5 The school head establish high motivation technique to keep teachers do their work productively according to what is expected on them. | | | | | |
| 6 Other suggestions and recommendations, please specify _____ _____ | | | | | |

C U R R I C U L U M V I T A E

CURRICULUM VITAE

Name : Jose Gruta Gososo, Jr.

Address : 5th Street, Waling-Waling Street, Brgy. Muñoz, Catbalogan, Samar

Date of Birth : March 29, 1969

Father : Jose Isanan Gososo, Sr.

Mother : Conrada Rumifo Gruta

Present Position : Teacher II

Station : Victory Primary School, Jiabong District, Jiabong, Samar

Civil Status : Married

Children : Jude Ivan, Jade Ivan, Joy Vanessa

Wife : Evangeline C. Gososo

EDUCATIONAL BACKGROUND

Elementary : Salug Elementary School
Catbalogan, Samar
1975 – 1980

Secondary : Samar College
Catbalogan, Samar
1981 – 1985

College : Two-Year Technical Course
Samar State Polytechnic College
Catbalogan, Samar
1985 – 1986

Diploma of Technology
Samar State Polytechnic College
Catbalogan, Samar
1986 – 1989

Bachelor of Science in Industrial Education
Major in Electronics Technology
Samar State Polytechnic College
1990-1994

Curriculum Pursued: Master of Arts in Education
Major in Educational Management
Samar State University
Catbalogan, Samar

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers
May 1994 with a rating of 75.02%

Career Service Sub-Professional Examination
July 1991 with a rating of 80.00%

National Trade Standard Testing and Certification Program (Civil Service)
July 1995 with a rating of 82.00%

Principals' Management Aptitude Test (PMAT)
July 2007, obtained rating 42 Percentile rank

POSITIONS HELD

Teacher I Department of Education
 Jiabong District
 1995-2008

Teacher II Department of Education
 Jiabong District
 2008-present

SEMINARS/WORKSHOPS ATTENDED

Division Cluster-Based Music Seminar-Workshop
Samar National School
Catbalogan, Samar
June 26-28, 2009

Seminar-Workshop on Communicative Teaching (CLT)
Catbalogan III Central Elementary School
Catbalogan, Samar
July 3-5, 2009

Division MAPE Seminar Workshop for Teachers in Elementary Grades
Paranas Central Elementary School
Paranas, Samar
June 26-28, 2008

PAGE 08 Annual General Assembly and First Graduate Research Forum
CHED Region VIII
Tacloban City, Leyte
February 24, 2007

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