STRATEGIC LEADERSHIP OF PUBLIC ELEMENTARY SCHOOL HEADS IN THE DIVISION OF CALBAYOG CITY

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Doctor of Philosophy in Educational Management

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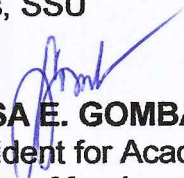
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<div style="text-align: right">Bonifacio P. Pondang</div>

DEDICATION

This masterpiece is dedicated to my beloved

supportive mother Jacinta "Titang" Perito Pondang and to my sister-in law,

nephews and nieces.

Bonn

ABSTRACT

Strategic Leadership of Public Elementary School Heads in the Division of Calbayog City. Data to test the hypothesis study were obtained from the questionnaire distributed to 81 public elementary school heads and 319 teachers in ten districts in the Division of Calbayog City. The strategic leadership measured included the vision, communication, supervision, decision making, stress management, conflict management and administrative management. While the performance status measures were focused on progress, people satisfaction and innovation. There were significant differences in the school heads' strategic leadership along communication, decision making, stress management, conflict management, and administrative management. It appeared that the school heads' strategic leadership along the aforementioned five domains/areas differed significantly from their teachers. The computed p-values were smaller than the 0.05 level of significance which led to the rejection of the null hypothesis. The elementary school head in Calbayog City division possessed the desirable strategic leadership characteristics which resulted in better school performance. Strategic leadership characteristics are vital for the success of school performance. The school heads' strategic leadership along with stress management significantly correlated with people's satisfaction and innovation. A study parallel to this research utilizing the same instrument may be conducted in the secondary level or other divisions to examine the strategic

leadership and strategic management practices of elementary or secondary school heads.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

In the world of today and of the future there is a demand for a new and improved kind of education to meet challenging needs and problems. The Department of Education – the largest education agency for elementary and secondary education - is tasked to provide competent lifelong learners who are able to respond to challenges and opportunities through quality, accessibility, and relevant education.

The schools must be in the forefront to meet these challenges, hence, it necessitates that the school heads must be dynamic. It is, therefore, imperative that school heads should manage the schools as effectively and efficiently, so that the mission, goals, and objectives of education will be attained at the least social and economic cost. Effective leadership is the crucial factor that needs to be strengthened.

A school head has been consistently described as the key instrument in school effectiveness, and that a good school cannot exist without a good leader. If the school head is to achieve a high level of performance to maintain an effective school, it is imperative that he or she understands strategic leadership (Abanag, 1998).

Undertaking strate`gic leadership involves spotlighting what effective top leaders actually do in order to produce a strategy-focused organization (Ramsey, 2013). Furthermore, strategic leaders need to be able to focus on critical resources which are most likely to make a difference in the assurance of sustained future success. This view is supported by Hitt and Ireland (2002) who recommend that strategic leadership is about gaining access to key resources such as alliances with "social capital" and the ability to build great teams such as "human capital" as the most important resources. Human capital refers to the knowledge and skills of the organization's workforce while social capital includes relationships inside and outside the organization that assist the organization to achieve its objectives.

In public elementary schools, many school heads have been continuously encountering many challenges, issues and concerns related to learning outcomes and emotional development of learners under their charge. Apart from being head of the school, the school head should be viewed by the teachers as their mentor, motivator and leader in establishing and improving school-level system and processes.

To support the above contention, Blanchard (1980) pointed out that the way the administrators or school heads treat their subordinates is the key to how the teachers and other subordinates treat their students. The quality interaction between the school head and subordinates is directly related to the school heads'

unique ability to motivate life and inspire to do the job and to provide for their essentialities in which they cannot do themselves.

Being the brain of the school system, the school heads must be skillful in supervisory leadership. The interrelated elements of supervisory leadership adapted today are: a) organizing, which includes resources assembling and staffing, b)leading, which includes influencing people attain a goal, c) directing, which includes motivation, supervision and coordination, d) controlling, which includes reporting and evaluation, and e) decision-making which includes making a choice from among alternative actions (Stoner, 2001).

To enhance effectiveness in the performance of the school head as an educational leader, he must have a dynamic mind. This means that he is in constant quest for strong and novel ideas. He experiments on new strategies and approaches become an innovative and change agent so that he can help his teachers minimize stress, resolve conflicts for an efficient and effective school management, and improve classroom instruction.

Moreover, teachers' expect much from their school heads. They look to them as their models. The success of school heads depend upon their strategic leadership. Leadership as described by Bass (1981), is the process of directing, influencing and inspiring workers to perform the task related activities of group members.

The school head's leadership determines to a large extent the success or failure of the school. His success depends on how well he has prepared himself

to lead and manage his teachers because, as a strategic leader, he is expected to direct and promote the interest and growth of the school.

The driving force behind successful leadership is a clear vision of the school heads' leadership skills which he shares with his teachers. Thus, it can be said that the leadership of a school head depends on how well he moves the teachers and the members of his staff toward the fulfillment of his vision and the fulfillment of the real needs of his subordinates which include the school children.

The Department of Education disclosed the summary of the situation in the elementary level. In Elementary NAT, most regions in the country performed below 75 percent NAT threshold rate. Twenty five percent of 5-year 6-year old kinds (Kinder) were not in school; 9 percent of children aged 6-11 were not in school; an average of 21 percent of children who enrolled in Grade 1 did not reach Grade 6; 1-5 percent of elementary learners were drop-outs; and only 20 percent of elementary school were connected in internet.

In view of the realities just mentioned from the vantage position of the school heads, their strategic leadership needs to be examined. The researcher chooses to study and measure each of the strategic leadership forms such as: vision, communication, supervision, decision making, stress management, conflict management, and administrative management among school heads in Calbayog City, as well as their performance along focus on progress, people satisfaction, and innovation. The reason is that both school head's duties and

responsibilities require certain leadership skills in order to be performed to the fullest.

The researcher was motivated to conduct this study on the strategic leadership and performance status of the school heads of the public elementary schools in the Division of Calbayog City with the end view of suggesting measures to enhance their leadership functions which would redound to the delivery of quality education.

Statement of the Problem

This study was designed to describe and assess the strategic leadership and performance status of school heads of public elementary schools in the Division of Calbayog City during the school year 2018-2019.

More specifically, it sought answers to the following questions:

1. What is the profile of the public elementary school heads in terms of:

    1.1   educational qualification;

    1.2   trainings on leadership and governance;

    1.3   number of years as school head;

    1.4   School-Based Management level; and

    1.5   OPCRF rating?

2. To what extent do the public elementary school heads practice their strategic leadership as perceived by themselves and by the teachers along the following indicators:

       2.1   vision;

       2.2   communication;

       2.3   supervision;

       2.4   decision making;

       2.5   stress management;

       2.6   conflict management; and

       2.7   administrative management?

3. What is the style of strategic leadership of the public elementary school heads as perceived by themselves and by the teachers on the following areas of focus:

       3.1   progress;

       3.2   people satisfaction; and

       3.3   innovation?

4. Is there a significant difference between the school heads and teachers' perceptions along the following strategic leadership indicators:

       4.1   vision;

       4.2   communication;

       4.3   supervision;

       4.4   decision making;

       4.5   stress management;

       4.6   conflict management; and

       4.7   administrative management?

5. Is there a significant difference between the style of strategic leadership of the public elementary school heads and teachers along the following areas of focus:

    5.1   progress;

    5.2   people satisfaction; and

    5.3   innovation?

6. Is there a significant relationship between the profile of public elementary schools heads and their strategic leadership along:

    6.1   vision;

    6.2   communication;

    6.3   supervision;

    6.4   decision making;

    6.5   stress management;

    6.6   conflict management; and

    6.7   administrative management?

7. Is there a significant relationship between the profile of public elementary school heads and the style of strategic leadership along the area of focus:

    7.1   progress;

    7.2   people satisfaction; and

    7.3   innovation?

8. Is there a significant relationship between the strategic leadership and style of strategic leadership of public elementary school heads?

Null Hypotheses

1. There is no significant difference between school heads and teachers' perceptions along the following strategic leadership indicators:

    1.1 vision;

    1.2 communication;

    1.3 supervision;

    1.4 decision making;

    1.5 stress management;

    1.6 conflict management; and

    1.7 administrative management.

2. There is no significant difference between the style of strategic leadership of the public elementary school heads and teachers along the following areas of focus:

    2.1 progress;

    2.2 people satisfaction; and

    2.3 innovation.

3. There is no significant relationship between the profile of public elementary school heads and their strategic leadership along:

    3.1 vision;

    3.2 communication;

    3.3 supervision;

    3.4 decision making;

3.5 stress management;

3.6 conflict management; and

3.7 administrative management.

4. There is no significant relationship between the profile of public elementary school heads and the style of strategic leadership along the areas of focus:

    4.1 progress;

    4.2 people satisfaction; and

    4.3 innovation?

5. There is no significant relationship between the strategic leadership and style of strategic leadership of public elementary school heads.

Theoretical Framework

The study is anchored on Fiedler's (1967) Contingency Theory. It is a leadership model which is supported by any given leadership situation. Success is determined primarily by the degree to which the task being performed by the followers is structured, the degree of position power possessed by the leader, and the type of relationship that exists between the leader and the follower.

The theory of Fiedler recognized that a leader is more supportive and relationship-oriented, whereas others maybe more concerned with task or goal accomplishment tendencies and specific situation values. Certain leaders may be more effective in a situation, whereas certain leaders may be more effective than

others. The theory features that leaders are much more consistent and consequently less flexible in their behavior. The model suggests that leadership effectiveness is primarily determined by selecting the right kind of leaders for a certain situation or changing the situation to fit the particular leaders' style.

Another leadership theory related to this study is the Path-Goal Theory of Leadership. It suggests that the primary activities of a leader are to make desirable and achievable rewards available to organization members who attain organizational goals, and to clarity the kinds of behavior that must be performed to earn their rewards (Hughes, 1999). The Path-Goal Theory uses the same basic assumptions of Expectancy Theory. The effective leader will provide or ensure the availability of valued rewards to the followers (the goal), and then help them find the best way of getting there (the path). The leaders' activities should strengthen the followers' beliefs that if they exert a certain level of effort, then, they be more likely to accomplish a task. If they accomplish the task, then, they will be more likely to achieve some valued outcomes.

Newstrom and Davis (2002) supported the path goal view of leadership. It states that the leader's job is to use structure, support and rewards to create work environment that helps employees reach the organizational goal. The two major roles involved are to create a goal orientation and to improve the path toward the goal so that they will be achieved.

The path-goal model identified four alternatives which the leaders have to decide to use with each employee. These are: 1) Directive leadership – the leader

focuses on clear task assignment standards of successful performance and work schedules; 2) Supportive leadership-the leader expresses genuine concern for the employees' well-being and needs while trying to create a pleasant work environment; 3) Achievement-oriented leadership-the leader sets high expectations for employees, communicates confidence in their ability to achieve challenging goals, and enthusiastically makes the desired behavior; and 4) Participative leadership-the leader invites employees to provide input to decisions, and seriously seeks to use their suggestions as final decisions are made.

The Path-goal Theory, as explained by Yukl (1989), assumes that the only way to increase performance is to increase followers' motivation levels.

Integrating the Contingency Theory with all the related concepts and theories of leadership and the researchers' own perception, it can be stated that the school heads' leadership determines to a large extent the success or failure of the school. The school head directs and promotes the interest and growth of the school. The driving force behind successful leadership is a clear vision of the school head, and the leadership skills which he shares with his teachers.

Conceptual Framework

This research was based on the assumption that there was a need to determine and assess the leadership effectiveness of the public elementary school

heads in terms of their strategic leadership and other factors that influence their performance.

The paradigm, as presented in Figure 1 shows the correlates of the strategic leadership, focus/style of delivery of the school heads and their personal characteristics in terms of educational attainment, trainings on school governance and leadership, number of years as school head, vision, communication, supervision, decision making, conflict management, stress management, administrative management, focus on progress, people satisfaction, and innovation.

This paradigm shows that the leadership effectiveness of school heads is influenced by their strategic leadership, personal characteristics, and focus/style of delivery. In a school organization, the school head is the most important figure. The interplay of his/her personal characteristics, strategic leadership, and focus/style of delivery constitutes and influences the teachers and learners of the school, as well as their teaching-learning performance. The chain reaction brought about by the school heads' personal characteristics, strategic leadership and focus/style of delivery are well expressed by arrows in between the rectangles.

School Heads' Strategic Leadership and Profile	Focus/Style of Delivery	Organizational Outcomes
- Vision - Communication - Supervision - Decision Making - Conflict Management - Stress Management - Administrative Management	- Progress - People Satisfaction - Innovation	- Improved strategic leadership of school heads

- Educational attainment
- Trainings
- Number of years as school heads

Figure 1. The Conceptual Framework of the Study

The data gathered from the responses of the public elementary school heads and teachers were statistically analyzed to generate the findings and recommendations of the study. The expected outcomes of the study were improved strategic leadership of the school heads, knowledge of the personal characteristics of the school heads which have relationship with their strategic leadership and other factors or variables which influence the school heads' performances.

Significance of the Study

This investigation on the strategic leadership of public elementary school heads in the division of Calbayog City was conceived by the researcher with the hope that this would be valuable specifically to the following:

School Heads. The results of this study could identify their strengths and weaknesses in strategic leadership and techniques in supervision. As such, they would make some improvement on their weak points and further enhance their strong points in the discharge of their duties and responsibilities that would redound to the delivery of quality instruction in their school that could eventually produce efficient and effective performance among school heads. This study reveals the school heads' strategic leadership and would further look into the possible link of each skill to the performance of their duties and responsibilities.

Teachers. It is important to the teachers to know what the school principals expect from them. The findings of the study would lead the teachers to foresee the leadership skills of their school heads in the school which would also enlighten how they are influenced and how their teaching performance is being affected. The findings could also be utilized for the promotion of better relationship between the teachers and school heads. Furthermore, findings of this study would provide them information about the skills of their school heads for them to easily adjust and prevent conflict with their principals.

Students. They would benefit from this study for it is hoped that resolutions to be made by the school heads in the enhancement of their supervision of schools could be implemented which would redound to the delivery of quality instruction among teachers. Furthermore, the findings could also benefit the students for quality learning. Strong and skillful school heads motivate better teachers.

DepEd Officials. Higher authorities of the Department of Education could use the results of this study as their frame of reference in planning and implementing supervisory leadership training programs among the school heads for the enhancement of their knowledge and skills. Besides, the results of the study could be utilized by the division screening committee in the proper selection of school heads for promotion.

Parents. Parents would realize that to some extent, school heads are doing their best to improve quality instruction and, eventually, for higher school

performance. As such, they should promote and advocate positive attitude toward school programs, projects and activities undertaken by the school.

Administrator. The findings of this study would provide school administrator insights and proper direction in improving their schools in terms of formulating policies, guidelines, and memoranda to improve the teachers and pupils' performance.

Community. The ultimate outcome of this endeavor is the attainment of quality basic education. Quality education would produce quality pupils. Quality graduates of the Department of Education means quality breed of citizens for the community and for the country.

Other Researchers. Future researchers would find this study useful and relevant reference material, and come up with comprehensive and more productive studies on strategic leadership and performance of school heads.

Scope and Delimitation

The primary concern of this study was to identify and correlate the strategic leadership, performance, and profile of public elementary school heads in the division of Calbayog City. It also sought to establish the relationship between the strategic leadership and performance, relationship between the principal's profile and their performance, as well as relationship between strategic leadership and performance.

Discussion of topics were delimited to the assessment of the strategic leadership of school principals along the following dimensions: 1) vision; 2) communication; 3) supervision; 4) decision making; 5) stress management; 6) conflict management; and 7) administrative management. Other topics were also delimited to the performance status of the public elementary school heads on the following areas: focus on progress, people satisfaction, and innovation.

The sample schools included in this study were public elementary schools in the division of Calbayog City. Ten school districts in the division of Calbayog City comprised the participants of the study. The respondents included public elementary school heads and teachers.

Total enumeration was used to school heads. In determining the actual teacher-respondents, stratified random sampling was employed after determining the sample size using Sloven's formula. Only teachers who were on a permanent status and those from the districts managed by school heads were included in this study, to wit: Calbayog Districts 1, 2, 3, 4, and 5; Oquendo Districts 1 and 2; and Tinambacan Districts 1, 2, and 3.

A total of 81 school heads and 319 elementary school teachers served as respondents of the study as reflected in Table 1, page 48.

This study was conducted during the school year 2018–2019.

Definition of Terms

In order to provide a common frame of reference, the terms which were used in the study were all defined hereunder.

Administrative Management. The term means a process of efficiently administering a school with and through people (Robbins, 1978). In this study, it refers to the nine-item statements as indicated by school heads' rating.

Communication. It is the act of communicating, intercourse, exchange of ideas, and conveyance of information (Webster, 2002). Operationally, it refers to the 10-item statements as indicated by the school heads' rating.

Conflict. This refers to the interpersonal process that arises from disagreement over a goal to attain or the method to be used to accomplish goals (Kaye, 1994). As used in this study, it refers to an interactive process that manifest itself in unaccountability and the disagreement between principals/teachers.

Conflict Management. This involves designing strategies to minimize the dysfunctions of conflict and maximize the constructive functions of conflict in order to enhance learning and effectiveness in an organization (Rahim, 2001).

Decision-making. It is a dynamic process, the result of which is always a decision, a commitment to choose from one or more alternatives (Leveriza, 1990). In this study it refers to the worthwhile thing to do by the school head that could result to an objective or better outcome for the school.

Elementary School Head. This refers to the person in authority who is directly involved with management and supervision of the elementary schools and teachers in their area of responsibility (DepEd Manual, 2000). In this study, this refers to the public elementary school principal, head teachers, and teachers-in-charge of the schools in the division of Calbayog City with permanent appointment.

Innovation. It refers to a deliberate application of information, imagination, and initiative in deriving greater or different values from resources, and includes all processes by which new ideas are generated and converted into useful products.

Leadership. It is the process of directing, influencing, and empowering workers to perform the task-related activities of group members (Bass, 1981). In this study, it refers to the ability of the school head to lead and exert influence on the behavior of his teachers so that their objectives set can be achieved.

Leadership Skills. The term dominates a well-defined body of knowledge, a set of related behaviors, and a clear criteria of competent performance (Curphy, 1999). In this study, it refers to the capabilities of the school heads in leading their schools to make operations effective and efficient. The leadership skills of the principals are measured along the following dimensions: vision, communication, supervision, decision making, conflict management, and stress management.

Management. The term means a process of efficiently getting activities completed with and through people (Robbins, 1978). In this study, it refers to directing the efforts and activities of the teachers and school heads toward a common goal.

People Satisfaction. The term refers to the satisfaction of the public elementary school teachers which is measured in terms of performance, support from education system, overall climate in school, how they strive for academic excellence, and time in school.

Performance. This means the actual accomplishment as distinguished from potential ability (Good, 1992). Operationally, it refers to the school heads' accomplishment along the following dimensions: focus on progress, people satisfaction, and innovation.

School-Based Management. It is defined as the systematic and consistent decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations with a centrally determined framework of goals, policies, curriculum, standards and accountabilities (Caldwell, 2005).

Strategic Leadership. The term means the ability to make strategic choice by implementing the right strategy at the right time, evaluating and acting the appropriate behavior suitable for the current environment (Hitt, 2010). In this study, the conceptual and operational definitions are the same.

Stress. It refers to the whole process by which we appraise and respond to events that challenge or threaten us (Lamberton, 1996). In this study, it refers to the reaction or response of the school head to a particular situation.

Stress Management. This involves designing effective strategies to maximize or reduce the negative effect of stress (Lamberton, 1996). Operationally, this refers to the 10-item statements as indicated by the school heads' rating.

Supervision. This means providing continuous monitoring, guidance, and coaching of subordinates so that activities are accomplished, while recognizing and rewarding high performance, as well as connecting low productivity (Harris, 1989). Operational and conceptual definitions are the same.

Vision. It is equated with a capacity for imagination, inspiration, and foresight (Habana, 1998). Operationally, it refers to the future state of the school that is clear to sustain actions necessary for it to become a reality.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains the summary of related literature and studies reviewed by the researcher. The researcher read related professional literature in the forms of books, journals, and other publications to provide himself, background information for the discussion, analysis, and interpretation of the findings of the study.

Related Literature

This sub-section presents the literature characterizing the school principals' strategic leadership and some selected variables associated with or influencing their performance.

Strategic management which was built upon core competencies and strategic intent could be attributed as trademark concepts of Hammel (Kennedy, 1998). His idea was bought into the fore when he worked with C.K. Prohalad and came up with the book entitled "Competing for the Future". He was also credited for considering the development of core competencies which were described as competing from inside out. He advised organizations to shine their headlights on potential markets and customers ten years ahead, and to identify the case competencies that would enable them to refocus and reinvent their business for the future. This practice was popularly known as knowledge-based

competitive advantage wherein the organization completed with the outside world using their resources as benchmark.

This would bring to mind the role of strategy in leadership and management which would often and synonymously with a way thin dividing them like builder and motivator. The roles are focused on establishing directions, building the capabilities of its people and structures, and implementing the needed changes in order to be made competitive and to survive, thus, the ultimate goal of formulating strategies is to supervise performance as determined by the organizational structure.

Leadership is transparency and is a word of love in its finese sense. It implies forgetfulness of self and casting off everything that binds the leader to material things. Like Rizal and Lincoln together with other philosophers, the researcher believes that a person who is interested in amassing material wealth for himself will not make a good leader. As the saying goes, "a good leader is a good follower" Leaders are born, but these are not enough of them to go around (Lizardo, 1986: 69).

YuKL (2002) defined leadership as the process of influencing others to understand and agree about what needs to be done and how these can be done effectively, and the process of facilitating objectives. This definition includes efforts not only to influence and facilitate the current will of the group or organization, but also to ensure that it is prepared to meet future challenges.

The wide variety of ways leaders can influence the effectiveness of a group or organization, according to YuKL, includes the following: 1) The interpretation of external events by members; 2) The carice of objectives and strategies to pursue; 3) The motivation of members to achieve the objectives; 4) The mutual trust and cooperation of members; 5) The organization of work activities; 6) The development of member skills and confidence, 7) The learning and sharing of need knowledge by members, and 8) the enlistment of supports and cooperation from outsiders.

Leadership, according to Leveriza (1997) is the key to effective management of organization. It establishes the dynamics between the leaders and the followers. It provides and sets the place of performance in the organization. It further provides and sets the place of performance in the organization. Also, it provides the directions as well as the aspirations that make people work willingly, enthusiastically, efficiently and effectively.

In education, as in other organizations, the ability to lead must be learned and cultivated through experience. Leaders in education are not born, they are developed. The act of effective leadership (Kolin: 1978, 356) is acquired through years of practice in applying the principles of getting along with the people, understanding them, and appreciating why they think and act as they do. Leadership is necessary in an organization and is essential in all area of managing which involves planning, organizing, activating, directing, coordinating, and controlling but has greater relevance in the activating and

controlling areas. It is an exercise of supervision and in some forms of corrective action that leadership is part to its firmnest test.

Patrick and Locke (1991: 46-60) identified six units of which leaders are seen to differ from non-leaders. These include 1) Drive - a person's drive reflects his or her desire to exert a high level of effort to complete a task. This type of individuals often has a strong need to achieve and excel in what he does and shows a willingness to talk initiatives; 2) The desire to influence others- oftentimes, this desire to lead is viewed as a willingness to accept responsibility for a variety of tasks; 3) Honesty and moral character – a leader is someone who builds trusting relationship with those he or she influences. This is done by being truthful and by showing a high competency between spoken words and activities; 4) Self-confidence - a person who leads should show confidence in order to convince others of the correctness of goals and decision; 5) Intelligence – influencing others require a level of intelligence, too. He must be able to create a vision, communicate it in such a way that others understand it, value problems, and make good ; and 6) Relevant knowledge about the department and the unit employees. This in-depth knowledge assists the leader in making well informed decisions, as well as understanding the implications those decisions have on others at the department.

Locke (1991: 37-46) pointed out that there are certain leadership skills which are invaluable for a leader in order to be successful in leading an organization. According to him, a leader's interpersonal skills are vitally

important in the process of inspiring others implementing the vision. He further stressed that there are five interpersonal skills, namely: listening skills, oral communications, network building, conflict management, and assessing self and others.

There are many views as there are researches on leadership quality traits and skills, implying that leadership is related to, or being influenced or associated with several variables or factors. In his survey of leadership theories and research, Stogdill (1990) pointed out that: 1) leadership must involve other people like subordinates or followers. By their willingness to accept directions from the leaders, group members help define leaders' status and make leadership process possible; 2) Leadership involves an unequal distribution of power among leaders and group members. Leaders have the authority and direct some of the activities of group members who cannot similarly direct the leaders' activities. Nonetheless, group members will obviously affect those activities in a number of ways; and 3) In addition to being legitimately able to give their subordinates or followers orders or directions, leaders can influence subordinates in a variety of ways.

Stewart (1992), likewise observed that different situations require leadership qualities and, therefore, there are different types of leaders with various leadership styles. She pointed out that the successful leader is keenly aware of the factors which are relevant to his behavior at a particular time and who is able to act appropriately. He is both perceptive and flexible. Where the

situation calls for it, he will be a strong autocratic leader; in different circumstances, he will be permissive.

In the context of the effective school approach, three types of leadership are exercised in interrelated ways by the school principal (Glatthorn: 1990-25), namely: organizational leadership, curriculum leadership, and supervisory leadership. Organizational leadership is by all embracing and has to do with the culture of the school; curriculum leadership is concerned mainly with the educational program; while supervisory leadership or instructional leadership is focused on the improvement of teaching to promote pupil learning (Harris: 1985: 10).

Cunningham and Cordeiro (2000) suggested that an effective school should support curriculum work, perform evaluation, and provide learning materials and professional development. In addition, the qualities of effective schools are 1) Teaching for learning and student outcomes; 2) High expectations and accountability for measurable results; 3) Collaborations, staff empowerment and development, and direct teacher influence and decisions; 4) Utilization of research and best practices; 5)Use and application of technology to accelerate learning, feedback, monitoring, and administration; 6) Establishment of high standards and expectations; 7) Availability of adequate resources; and 8) Continuous improvement of the curriculum and instruction.

On the concepts of supervision, Wiles (2005) emphasized that supervision must be looked upon as skill leadership, skill in human relations, skill in group

process, personal administration, planning, and evaluation. To improve supervision, it must provide leaders something that develops a unified school program and enriches the environment for all teachers, the type of emotional atmosphere in which all are accepted and feel that they are given opportunities to think and work together effectively as a faculty group; procedures that give teachers confidence in the school system; and program change based on honest evaluation. Such supervising activities produce the type of school in which teachers grow in them the capacity to solve more worthwhile learning experience for children.

Hicks (2006) gave some guiding principles about supervision. These were as follows: 1) Supervision involves people more than things. It implies responsibility for improving what individuals do as well as creating conditions for coordinating the individual efforts of people into a productive and unified group effort; 2) a process so dependent on people gets its strength from the interaction of these people. Interaction is basic constructive supervision and refined through opportunities for working together in ways that offer sensible practice in approaching problems cooperatively; 3) Supervision is related to the productive utilization of group process. There should be an established marking climate in which such contributing member feels free to give expression to his views. This involves the right of each member of the group to be heard within the limits of propriety, and raise questions about the contribution of other members. Wise participation of the members of the staff in policy development

and decision-making is important in utilizing the group process; and 4) Effective human relations in supervision depends more on coordination than on conformity. Relationships among members of a staff usually are better in a situation which permits the exercise of professional individualism if it is prompted by constructive motives and accompanied by some evidence of values.

Adams and Dickey (2001) pointed out that administrators must be conversant with modern supervision, must know how to work with the public, and must be able to lead their staff in instructional improvement. One of the most important components of supervision is observing a teacher teaches by the supervisor. However, much of the observation is done in a thoughtless and lax manner. They frequently drop in to observe a teacher without having an inventory in their minds, or things to see and what to remember which can be utilized as a basis for giving the teacher the most help.

One of the key variables on the performance status of the public elementary school principals is the area of school-based management. School-based management or SBM focuses on decentralization of education to the grassroots level - an empowerment model that treats school heads as instructional leaders and managers and not merely as supervisors. It operates as an organizational mechanism within the school planning systems and implementation process to continuously improve teachers' performance and pupils' achievements (BESRA, 2006).

The rationale of SBM in the country views education through formal schooling as tending to transform the individual into a useful member of society. As BESRA (2006) rationalizes: The school is the basic social institution that provides formal instruction to students. SBM is a strategic leadership expected to enable them to learn and attain their desired educational outcomes. In order to deliver outcomes in a sustainable manner, the school must be enabled to manage its own affairs. The school must be empowered to become the focus for enhancing initiative, creativity, innovation, and effectiveness. At the school level, stakeholders directly involved in and affected by the school operations are the best persons to plan and improve the quality of education.

Related Studies

This sub-section presents the studies conducted on leadership skills, leadership behavior, qualities/traits of school administrations or principals in the Philippines.

Javier (2017) assessed the extent of leadership behavior and human relation practices of secondary school heads in Samar Division thereby providing input as basis for a proposed action plan. He found out that the leadership behavior manifested by secondary school heads along leader support, interaction facilitation, goal emphasis and work facilitation were often practiced by them. He concluded that leadership behavior of secondary school heads in terms of leader support correlated significantly to human relation along understanding

and motivating employees. Hence, the school heads show concerns to subordinates by speaking up for subordinates' interest, caring about their personal situations, and showing appreciation for their work that they would be able to know deeper about the personality of their subordinates and their trust and confidence that could lead to a more satisfied, motivated, supportive, and productive servant in school.

The researcher recommended that capability building on personality traits and emotional quotient is indispensable to enhance leadership behavior and human relations of secondary school heads.

The study of Javier bore similarity to the present study in as much as it gave value on principals' leadership behavior in sustaining good relationship and in achieving organizational goals through good leadership and sound performance. They are different because the main focus of the previous study was leadership behavior and human relations practices, while the present study's several variables on leadership skills of school principals was looked into with stress on its influence on principals' performance.

The study of Aguire (2015) on competency-based leadership and management development plan for public secondary schools in the division of Samar involved the school heads, 44 supervisors, and 290 secondary school teachers. The researchers concluded that the higher the number of years of relevant experience of school heads would also mean higher level of competencies in terms of professional development and human resource

management for they had already promoted their personnel and were continuously recognizing or supporting skills and talents for growth and development. There was also a positive correlation between the number of trainings attended by the school heads for instructional leadership, creating a student-centered learning climate and professional development, and human resource management.

The researcher recommended that there was is a need for school heads to be exposed for varied experiences in leadership and management and undergo training and development so as to improve their competencies on instructional leadership and human resource management. Also, there was a need for school heads to increase the level of participation of parents and increase partnership with the community to improve status of school learners and drop-outs and other performance indicators.

The study of Aguirre was considered in the present study because of its relevance on the aspect associated with relationship between managerial experience and trainings to leadership between managerial experience and training to leadership skills of school principals.

Caveiro (2014) investigated the administrative and supervisory styles employed by the secondary school administrators in the divisions of Samar and Catbalogan City. He concluded that school administrators are neither democratic nor autocratic or free-rein in their management. The administrators can shift conveniently from one to another as they see fit. The administrators use the

different supervisory styles, namely: CRISS, STAR and School-visit Test, in their supervision. It shows that they are versatile in approach and can readily adjust to cater to the supervisory needs of their teachers.

The study of Caveiro and the present study are addressed to the investigation of supervisory competence of school principals. This spells the similarity between the completed study and the present study. The present study differs from previous study particularly in the inclusion of several variables such as vision, communication, decision making, stress and conflict management, as well as principals' performance which was not covered by the previous study. The present study used its own instrument and treated the data statistically different from the previous study.

Babon (2016) conducted a study on conflict management styles of the public elementary school principals and job satisfaction of teachers in the Division of Samar. Findings showed that: 1) Conflicts arising among teachers boil down to professional jealousy brought about by one's promotion in position, one's attendance in INSET being handpicked by the school head which led to rumor mongering; 2) Conflicts arising between the principal and her teachers were rooted on teachers' absenteeism and teacher' non-compliance with and late submission of reports. On the principals' side, the principals' indifference to teachers' needs and problem frequently caused problems between them; 3) Between the principals and parents/community, principals complained of lack of parent/community's support to school programs and projects while the

parents complained of excessive/many unauthorized school contribution; and 4) Majority of the principals preferred the collaborating style of conflict management as disclosed by the personal conflict management style survey responded by themselves.

Tancinco (2013) conducted a study on managing conflicts in state universities in Region VIII. Based on the findings of the study, it was found out that most of the administration-respondents were highly skilled in managing conflicts between administrators and teachers, teachers and teachers, teacher and students, and the conflict resolution strategies were utilized to a great extent by a grievance committee. The study further revealed that a significant positive relationship between the management skills and the causes of conflict, conflict resolution strategies used, extent of involvement of the grievance committee in conflict resolution, and the degree of teamwork/cohesiveness among teachers and administrators.

Another study was of Ozer and Tinaztepe (2014) entitled "Effect of Strategic Leadership Styles in Firm Performance: A Study in a Turkish SME" which agreed that several leadership styles are relevant to strategic leadership particularly those that focus on leader behavior findings which imply that relationship-oriented and transformational leaders create a clear picture of the future state that is both optimistic and attainable, encourage others to raise their expectations, reduce complexity to key issues and uses simple language to convey the mission in competitive markets.

Another study of Arinatona (2014) entitled "Relationship between Strategic Leadership and School Effectiveness" revealed that the level of strategic leadership was ranked at high level and yielded the highest average score. In the effectiveness of schools, it was ranked at a high level. When considering individual aspect, it was found that students' learning achievement showed the lowest average score. In terms of relationship between strategic performance in the effectiveness of schools, it was found that there was a positive correlation at a medium level and can predict the school's effectiveness at 52.0 percent ($r = 0.520$). Moreover, the study concluded that school administrators should adopt and use the strategic leadership style implementing the strategic plan into practice in consonance with the policy of the ministry of education. The policy required all schools to set strategic plans and their visions and, then, implement. With regard to school effectiveness, school had emphasized on students characteristics development such as having good attitude toward learning, being "learning persons, having life skills, and having moral and ethics". All these characteristics were also required by the National Policy especially the characteristics of learners in the ASEAN. The aforementioned studies were all directed toward one goal - explaining the building of better strategic leadership through appropriate leadership.

Javines (2013) investigated the managerial effectiveness of school administrators in the division of Calbayog City. She found out that administrators were good in instructional supervision, administrative

management, staff development curriculum improvement and home-school relationship. These administrators were effectively performing their managerial tasks.

The study of Romero (2009) revealed that: 1) Instructional leadership – improving teaching and learning, and creating a student–centered learning environment, positively influence the advanced stage implementation of the SBM milestones; 2) Instructional leadership – improving teaching and learning is a predictor of graduation rate only, but not of the participation rate, cohort survival rate, completion rate, drop-out rate, and NAT rating; 3) Professional development and human resource management positively predict cohort survival rate and completion rate, but it does not strongly influence participation rate, graduate rata, drop-out rate and NAT rating; 4) School management and daily operations strongly influence cohort survival rate, completion rate, and graduation rate; and 5) Personal integrity and interpersonal effectiveness is a potent predictor of participation rate.

Romero concluded that the school leadership is most successful in improving school performance when it is focused on instruction and curriculum, rather than concentrated in power and housekeeping issues. Creating a student-centered learning environment through the offering of after-school programs of extra-curricular activities help improve students' academics and keep them in school. Implicitly, a sustained and full implementation of SBM milestones and a genuine principal's role in ensuring student achievement through an

unwavering emphasis on "leadership for student learning" may probably help improve school performance.

A similar study on leadership and management practices of school heads was conducted by Origenes (2009). She investigated relationship between leadership and performance, management practice, and performance. She found out that strategic leadership correlated highly with peak performance, so did strategic management practices. Both variables, together with the respective sub-variables, correlated significantly with peak performance beyond the .05 alpha level. Strategic management practice was a better predictor, though, of performance which was a combination of teamwork and cultures and values. She recommended that: 1) school heads should exercise extent efforts to maximize the positive effects of strategic leadership behavior and strategic management practice, and 2) to be a strategic leader, a school head must be a visionary who can paint his vision, walk his talk, or be a model worth emulating, be interested in his teachers first as a person, then his co-worker who listens attentively and communicate clearly; and be a change agent as an early responder; and 3) to be a strategic manager, a school head should prioritize delegation of authority and empowerment among his team, engage in team building as a sure way to get things done, learn at all levels and heal the knowledge, skills and expertise of teachers as valuable assets, continuously monitor performance, and recognize best practices, reward and nurture his teachers, and be aware of the fact that what gets rewarded gets done.

Espejo (2009) conducted a study on school heads' managerial skills and communication style in supervision and their influence on the attainment of educational reforms. It was revealed that the school heads' managerial skills and communication style in supervision was very highly skillful. The attainment of education reforms was at a high level. She concluded that school heads' managerial skills are very skillful in the management of their respective schools, and the assertive communication style in supervision of the school heads is a dominant communication which they want to be followed by teachers in the improvement of the teaching-learning process. She recommended, among others, that extra efforts should be done to sustain the results of the studies – the attainment of educational reforms.

It is along the ideas and observations presented by several authors in books and results of studies conducted that gave clear insights and direction of this research to grasp some leadership skills behavior which was believed to be a good model of leadership direction. The insight gained through readings have given inputs in the pursuance of the study.

CHAPTER 3

METHODOLOGY

This chapter contains the research design, the instrumentation and the validation of the instrument, the sampling procedure, the data gathering procedure, and the statistical tools used. Each of them is considered for discussions in the paragraphs that follow.

Research Design

The study utilized the descriptive method of research design in determining the relationship of the variables under investigation. The aforecited research design was employed in discovering the degrees of correlation of the strategic leadership, principals' profile and performance of public elementary school heads as perceived by themselves and their teachers.

The researcher utilized a self-made survey questionnaire as the main instrument to gather pertinent data from the respondents involved in this study.

The statistical tools employed to process and analyze the data were: frequency count, mean, weighted mean, percentage, standard deviation, t-test for independent means, and Pearson-product moment correlation.

Instrumentation

Three sets of data gathering instruments were used by the researcher. These data gathering instruments were questionnaire checklist on strategic leadership of public elementary school heads in the division of Calbayog City.

The questionnaire for school head-respondents consisted of three parts. The first part asked respondents to fill-out information about their educational qualification, trainings on leadership and governance, number of years as school head, and the present level of their school based-management. The second part consisted of a checklist of indicators of strategic leadership of principals. The third part consisted of checklist indicators of performance of school heads.

The strategic leadership responses were quantified through the five-point Likert Scale: 5 means at all times; 4 means most of the times; 3 means sometimes; 2 means rarely; and 1 means has not been exhibited. The performance of the public elementary school heads were rated with the following meaning: 5 means outstanding, 4 means very satisfactory, 3 means satisfactory, 2 means unsatisfactory, and 1 means poor.

Document Analysis. This technique was emphasized by the researcher to gather pertinent data relative to the number of school heads, and teachers in the city division of Calbayog City. Profile of the school heads specifically educational qualification and number of years as school heads, as well as the level of school-based management of their schools, were asked from the human research

management officer of the division of Calbayog City to avail of the documents pertaining to said data.

Validation of the Instrument

The questionnaire is a self-made instrument which was validated to ensure the validity and accuracy of the data. The validation techniques employed namely: expert validation and try-out of the questionnaire. In the light of the experts' suggestions, the instrument was improved in terms of language, content, and format.

After modifying the instrument, a try-out was administered to DepEd-Samar Division, first congressional district, consisting of public elementary school heads and teachers. The researcher administered the same instrument two days after the first try-out to determine whether the instrument could elicit consistent responses from the same group. The Pearson Product-moment correlation was applied whether the instrument was highly consistent and valid as tool for this study. The results of the dry run were analyzed and served as bases for improvements and modifications before the final form was administered to the target group. The computed r was 0.83 and 0.87 for strategic leadership and performance status, respectively.

Sampling Procedure

The respondents of the study were the school heads in the public elementary schools and their teachers in the Division of Calbayog City during the school year 2018-2019.

To identify the public elementary school heads in the Division of Calbayog City, the researcher asked permission from the City Division Superintendent to look into the division records on Form 3 where the names of the schools and of the school heads covered in the study were recorded, as well as the level of SBM performance for the last three years. The listing was counter-checked with the records of the Division supervisor on Research and Evaluation for confirmation and accuracy.

The researcher utilized total enumeration for the choice of public elementary school heads.

Meanwhile, in the selection of teacher-respondents, random sampling was utilized by the researcher. In determining the appropriate sample size, Sloven's formula (Pagoso et. al, 1985) was employed.

Furthermore, the distribution of sample size was proportional to the total number of teachers in the district. This means that the number of teachers in each district was proportional to its representation in the population. The bigger the population, the more sample teachers were drawn: the lesser the population, the lesser sample teachers were taken. As a whole, there were 81 school heads and 319 teachers who served as respondents of the study. Although the sample had

an excess of 13 respondents, specifically, a large sample was more accurate than a small sample (Gravetten, 2016). Table 1 presents the sample frame by district.

Table 1

Sample Frame by District

Name of District	No. of School Heads				No. of Teachers	Sample
	Principal	Head of Teacher	TIC	TOTAL		
Calbayog District 1	3	2	2	7	152	37
Calbayog District 2	5	3	0	8	151	37
Calbayog District 3	5	3	0	8	141	34
Calbayog District 4	6	2	0	8	126	31
Calbayog District 5	4	3	2	9	116	28
Oquendo District 6	6	2	0	8	131	32
Oquendo District 7	6	5	0	11	139	34
Tinambacan District 8	6	1	0	7	125	31
Tinambacan District 9	4	3	0	7	106	27
Tinambacan District 10	4	4	0	8	111	28
TOTAL	49	28	4	81	1,298	319

Data Gathering Procedure

The researcher secured a letter of approval from the Schools Division Superintendent of the Division of Calbayog City to conduct this study and field the questionnaire to the intended respondents particularly to the public elementary school heads and their teachers.

The approved permit from the Schools Division Superintendent was used to request permission from the supervisors and principals of the different schools who were involved in this study. The communication explained the nature and purpose of the investigation and the manner of answering the instruments to

ensure accurate responses. In addition, assurance about the confidentiality of their responses were emphasized particularly when results would have negative implications to the respondents. Furthermore, the respondents were informed about the nature of the study and had the choice to voluntarily consent to or decline participation in the study.

The researcher sought permission from the district supervisors before the questionnaires stet distributed to the target respondents. The researcher personally administered the questionnaire-checklist. The researcher requested assistance from his fellow school heads for easy access and fast distribution and retrieval. The distribution and retrieval period of the questionnaires were undertaken during the first two weeks of April 2019. The researcher was able to retrieve 100 percent of the questionnaires that were distributed to intended respondents.

The data contained in the survey instruments were tallied, tabulated, and subjected to statistical treatment until, finally, the research report was ready for final examination.

Statistical Treatment of Data

The researcher gathered the data using the different instruments discussed under instrumentation. The data gathered and obtained from the respondents of the study were tallied, organized, presented, and analyzed. The

researcher utilized both descriptive and inferential statistics. The following statistical tools were applied in analyzing the data.

Frequency Count. This was used to present the profile of the school heads and their strategic leadership and performance.

Mean. This was employed to calculate averages where the measure was applicable like the profile of school heads.

Standard Deviation. This was employed to calculate the square root of the average of the squares of the distance each value was from the mean like number of trainings and number of years as school head of the respondents.

Weighted Means. The weighted means were computed for determining the: 1) extent of practice of the school heads on strategic leadership; and 2) performance status of school heads as perceived by themselves and their teachers. In interpreting the weighted means computed, the following guide was utilized by the researcher:

Scale	Interval	Descriptive/Rating
5	4.21 – 5.00	Always (A)
		Outstanding (O)
4	3.41 – 4.20	Frequently (F)
		Very Satisfactory (VS)
3	2.61 – 3.40	Often (O)
		Satisfactory (S)
2	1.81 – 2.60	Seldom (S)
		Unsatisfactory (U)
1	1.00 – 1.80	Never (N)
		Poor (P)

Pearson Product Moment Correlation. This was utilized to determine relationship between the performance of school heads and the following: strategic leadership and school head respondents' profile, respectively.

t-Test of Independent Means. For the purpose of determining significant difference between the perceptions of the school heads and their teachers along strategic leadership and performance, the t-test for independent means was used.

To measure the consistency of the instrument, Cronbach's alpha was used as a measure of reliability. All items of the instruments showed an acceptable range of reliability where the results scored for strategic leadership was 0.82. Basically, reliability coefficients of 0.70 more are considered adequate for social studies (Hair et al., 2006.)

In the application of the formulas specified, the researcher made use of the Statistical Package for Social Science (SPSS) version 18.0 to process and analyze the data collected.

Finally, testing of hypothesis was done using 0.05 level of significance.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data collected through the use of questionnaire-checklist. Likewise, the results of the data analysis and interpretation are also included in this chapter. Relevant data on the profile of the school heads, their extent of practice in strategic leadership and performance status are herein discussed.

Profile of the School Heads

The characteristics of the public elementary school heads from the Calbayog City Division were elicited in terms of educational qualification, trainings on leadership and governance, number of years as school heads, and SBM level of the school. The data on these aspects were presented and discussed in this section.

Educational Qualification. Table 2 shows data on the educational qualification of the school heads who were involved in this study. Majority of the school head-respondents were masters' degree holders. There were 49 or 60.5 percent who earned full-fledged master's degree. This is followed by 19 out of 81 or 23.5 percent who were still bachelor's degree holders. Eight or 9.9 percent

finished bachelor's degree with master's units, while 4 or 4.9 percent were holders of doctorate degree.

Table 2

Educational Qualification of the Elementary School Head Respondents

Educational Qualification	Frequency	Percent (%)
Doctorate Degree Holder	4	4.9
w/ Doctorate Degree Units	1	1.2
Master's Degree Holder	49	60.5
w/ Master's Degree Units	8	9.9
Bachelor's Degree Holder	19	23.5
Total	**81**	**100.0**

The findings implied that the school heads had the interest to advance themselves professionally as shown by their earned degrees and units in graduate studies. Likewise, the results imply further that the school heads possessed the appropriate educational qualification called for by their respective supervisory and administrative position.

Trainings Attended. Data in Table 3 reflect the school leadership and governance training attended by the school heads. As revealed by the same table, 32 or 39.51 percent attended a training of six days. Sixteen or 19.75 of them attended a training of nine days. This is followed by 15 of them or 18.52 percent who attended a training of seven days. The average number of trainings attended by the school heads is seven days with a standard deviation of three

days. The findings implied that the respondents were updated on matters relevant to their work as school heads.

Table 3

Number of Trainings on Leadership and Governance by the School Head-Respondents

No. of days	Frequency	Percent (%)
16	2	2.47
15	2	2.47
12	7	8.64
10	3	3.70
9	16	19.75
8	1	1.23
7	15	18.52
6	32	39.51
3	3	3.70
Total	**81**	**100.00**
Mean	**7 trainings**	**-**
SD	**3 trainings**	**100.00**

Number of Years as School Heads. Data on the length of service as school heads of the respondents are shown in Table 4. It reveals that 60.49 percent or 49 out of 81 are in the bracket of 1-3 years. This is followed by 12.35 percent or 10 out of 81 in the bracket of 7-9 years. The least number of school-head respondents is in the work experience bracket of 13-15 and 22-24 years, with one out of 81 or 1.23 percent. From the data presented, it can be gleaned that the school heads came up with an average of 4.85 years as school heads and a standard deviation of 5.17 years.

The findings implied that most of the school head-respondents were neophytes as school heads. Nevertheless, few of them had been in the position for a considerable number of years and such experience afforded them with ample knowledge and expertise relative to their present position.

Table 4

Number of Years as School Head of the Respondents

No. of Years	Frequency	Percent (%)
22 - 24	1	1.23
19 - 21	0	0.00
16 - 18	6	7.41
13 - 15	1	1.23
10 - 12	6	7.41
7 - 9	10	12.35
4 - 6	2	2.47
1 - 3	49	60.49
Not Specified	6	7.41
Total	81	100.00
Mean	4.85 years	-
SD	5.17 years	-

SBM Level. Table 5 presents the SBM level of the public elementary schools in Calbayog City. Fifty or 61.73 percent were SBM level II, 17 or 20.99 percent were SBM level I, while 14 or 17.78 percent belonged to SBM level III. The findings implied that school heads were aware of the advantages and benefits of a higher SBM level. The school heads and teachers were encouraged to submit their schools for further evaluation.

Table 5

Division SBM Level of the Public Elementary
Schools in Calbayog City

SBM Level	Frequency	Percent (%)
Level III	14	17.28
Level II	50	61.73
Level I	17	20.99
Total	81	100.00

OPCRF Rating. Table 6 presents the OPCRF rating of school heads in the division of Calbayog City. As revealed from the table, 56 or 69 percent obtained a rating of "very satisfactory performance rating." The remaining 25 or 31 percent obtained an "outstanding performance rating." It indicated that majority of the public elementary school heads were performing well in their respective jobs or school heads. Their performance had a qualitative description of "very satisfactory".

Table 6

School Heads' OPCRF Rating

Descriptive Rating	f	Percent (%)	Qualitative Rating
4.51 – 5.00	25	31.00	Outstanding
3.51 – 4.50	56	69.00	Very Satisfactory
2.51 – 3.50	0	-	
1.51 – 2.50	0	-	
0.50 – 1..50	0	-	

Extent of Strategic Leadership Practiced
by the Elementary School Heads

As to extent to which strategic leadership was practiced or manifested by the school heads as perceived by the two groups of respondents, namely, the

school heads themselves and their teachers, the following findings are herein presented.

Table 7

Extent of the Public Elementary School Head-Respondents' Practice their Strategic Leadership as Perceived by the Teachers and Themselves along Vision

Indicators	Respondent's Category				Combined Mean	Inter-pretation
	School Head		Teachers			
	Xw/ Interpretation		Xw/ Interpretation			
1. I create and articulate the vision of the school.	4.68	A	4.67	A	4.68	A
2. I anticipate the needs of the school and provides necessary mechanism or structure to meet such needs.	4.53	A	4.53	A	4.53	A
3. I prepare a holistic plan of action to fulfill the commitment of the school and thereby carry out the defined mission and achieve future objectives.	4.57	A	4.56	A	4.57	A
4. I can project enrolment trend and capable enough to carry out changes.	4.49	F	4.56	A	4.53	A
5. I perceive the role of the school within the next decade or two to prepare a far roughing program to make the catalyst of change.	4.62	A	4.50	F	4.56	A
6. I initiate new ideas and leads in planning the school programs and targets.	4.57	A	4.53	A	4.55	A
7. I view major problems and opportunities of the school in terms of its contribution to overall development.	4.65	A	4.52	A	4.59	A
8. I take optimistically about the future and about what needs to be accomplished.	4.59	A	4.44	F	4.52	A
9. I set plans and activities on a clear and accurate knowledge of school's goal.	4.57	A	4.54	A	4.56	A
Grand Total	41.27	-	40.85	-	41.06	-
Average Weighted Mean	4.59	A	4.54	A	4.56	A

Legend: 4.51-5.00 Always Exhibited (A)
3.51-4.50 Frequently Exhibited (F)
2.51-3.50 Often Exhibited (O)
1.51-2.50 Seldom Exhibited (S)
1.00-1.50 Never Exhibited (N)

<u>Vision</u>. Table 7 reflects the extent to which strategic leadership along vision was practiced by the school heads as perceived by themselves and their teachers. As gleaned from the table, majority of the indicators along vision were considered "Always Exhibited" by the school heads and teachers. However, in the weighted mean for each indicator, a slight difference can be noted.

From the school head-respondents, "I create and articulate the vision of the school", "I view major problems and opportunities of the school in terms of its contribution to overall development", and "I perceive the role of the school within the next decade or two to prepare a far roughing program to make the catalyst of change" got high weighted mean ratings of 4.68, 4.65, and 4.62, respectively. They considered these aspects of strategic leadership as crucial to their duties and responsibilities. While "I can project involvement trend and capable enough to carry out changes" got the lowest weighted mean rating of 4.49. In summary, the school heads assessed strategic leadership along vision as "always exhibited" as evidenced by the computed average weighted mean of 4.59.

The teacher-respondents rated their school heads with very high mean ratings in "create and articulate the vision of the school", "prepare a holistic plan of action to fulfill the commitment of the school and thereby carry out the defined mission and achieve future objectives", and "can project enrolment trend and capable enough to carry out changes. However, the least weighted mean of

4.44 was obtained in "take the optimistically about the future and about what needs to be accomplished". The teachers rated their school heads an average weighted mean of 4.56 bearing a qualitative description of "always exhibited" on the items along vision.

In summary, the school heads and teacher respondents posted a combined average weighted mean of 4.56 equivalent to "always exhibited". This behavior exceeds the standard practice in visioning. The rating of the school heads on this aspect clearly indicates that they are skillful in creating and articulating the vision of the school.

Communication. Table 8 shows the weighted means and descriptive ratings of the assessment of respondents on the dimension of communication. As gleaned from the table, all aspects of communication were "always exhibited" by the school head respondents while the teacher respondents rated the former "frequently exhibited". However, in the weighted mean for each aspect, a slight difference can be noted.

From the school head-respondents, "I encourage the teachers to express their concerns, opinions, ideas and suggestions", and "I avoid blame and embarrassment when giving feedback to teachers" got high weighted mean of 4.74 with descriptive rating of "always exhibited". While "I share relevant information with teachers that can be of value to them" got the least weighted mean of 4.54. The school heads assessed their communication as always exhibited with a weighted mean of 4.67.

The teacher-respondents, on the other hand, projected high weighted means of 4.67, 4.58, and 4.55, respectively, in "Provide teachers with greater access to information, relevant to important school proposed activities", "Inform teachers about school priorities", and "Share relevant information with teachers that can be of value to them". However, a low weighted mean of 4.37 was obtained in "Avoid blame and embarrassment when giving feedback to teachers".

The findings implied that the aforementioned aspect of communication was important to strategic leadership success that may contribute to effective work performance.

Table 8

**Extent of the Public Elementary School Head-Respondents'
Practice their Strategic Leadership as Perceived by the
Teachers and Themselves along Communication**

	Respondent's Category			Combined Mean	Inter-pretation
Indicators	School Head		Teachers		
	Xw/ Interpretation		Xw/ Interpretation		
1. I provide clear, timely and open channel of communication.	4.62	A	4.49	F	4.56	A
2. I share relevant information with teachers' that can be of value to them.	4.54	A	4.55	A	4.55	A
3. I provide teachers with greater access to information, relevant to important school proposed activities.	4.70	A	4.67	A	4.69	A
4. I encourage the teachers to express their concerns, opinions, ideas and suggestions.	4.74	A	4.50	F	4.62	A

Continuation

Indicators	Respondent's Category				Combined Mean	Inter-pretation
	School Head		Teachers			
	Xw/ Interpretation		Xw/ Interpretation			
5. I communicate clearly, logically, publicly or privately, orally or written form.	4.67	A	4.47	F	4.57	A
6. I listen attentively to what informal groups have to say and keep informed of what is happening in school.	4.70	A	4.47	F	4.59	A
7. I inform teachers about schools priorities.	4.66	A	4.58	A	4.62	A
8. I avoid blame and embarrassment when giving feedback to teachers.	4.74	A	4.37	F	4.56	A
9. I provide accurate and frequent feedback and decisions to teachers.	4.70	A	4.42	F	4.56	A
Grand Total	42.07	-	40.52	-	41.295	-
Average Weighted Mean	4.67	A	4.50	F	4.59	A

Legend: 4.51-5.00 Always Exhibited (A)
 3.51-4.50 Frequently Exhibited (F)
 2.51-3.50 Often Exhibited (O)
 1.51-2.50 Seldom Exhibited (S)
 1.00-1.50 Never Exhibited (N)

Supervision. Data on the extent to which strategic leadership along supervision was practiced by the school heads as expressed by themselves and teachers are contained in Table 9.

As reflected from the table, majority of the indicators were rated as "always exhibited" by the two groups of respondents. However, in examining closely the degree of supervision manifested, as indicated in the weighted mean of each indicator, a slight difference can be noted.

From the school head-respondents, it can be noted that they give a descriptive rating of "always exhibited" in eight indicators and "frequently exhibited" in one indicator. The highest weighted mean of 4.79 corresponded to "I listen attentively to teachers' concern and spend time coaching them". The indicators "I encourage teachers in introducing innovation in their teaching" and "I treat the teachers as individuals with different needs and abilities" obtained the second highest weighted mean of 4.76. The lowest weighted mean is 4.50 under the indicator of "I stimulate a permissive classroom atmosphere which is conducive to learning". In summary, the school heads assessed strategic leadership along supervision as "always exhibited" as evidenced by the computed average weighted mean of 4.71.

Table 9

**Extent of the Public Elementary School Head-Respondents'
Practice their Strategic Leadership as Perceived by the
Teachers and Themselves along Supervision**

	Indicators	Respondent's Category				Combined Mean	Inter-pretation
		School Head		Teachers			
		Xw/	Interpretation	Xw/	Interpretation		
1.	I prepare tentative supervisory programs for classroom visitation and observation.	4.74	A	4.62	A	4.68	A
2.	I stimulate a permissive classroom atmosphere which is conducive to learning.	4.50	F	4.57	A	4.54	A
3.	I discover the professional needs and problems of teachers.	4.73	A	4.62	A	4.68	A

Continuation

Indicators	Respondent's Category				Combined Mean	Inter-pretation
	School Head		Teachers			
	Xw/ Interpretation		Xw/ Interpretation			
4. I listen attentively to teachers' concern and spend time coaching them.	4.79	A	4.41	F	4.60	A
5. I demonstrate to teachers the use of new strategies and approaches in teaching.	4.68	A	4.41	F	4.55	A
6. I spend sufficient time for supervision of teachers teaching.	4.68	A	4.63	A	4.66	A
7. I encourage teachers in introducing innovation in their teaching.	4.76	A	4.67	A	4.72	A
8. I focus on developing their strengths.	4.75	A	4.48	F	4.62	A
9. I treat the teachers as individuals with different needs and abilities.	4.76	A	4.45	F	4.61	A
Grand Total	42.39	-	40.86	-	41.625	-
Average Weighted Mean	4.71	A	4.54	A	4.63	A

Legend: 4.51-5.00   Always Exhibited (A)
3.51-4.50   Frequently Exhibited (F)
2.51-3.50   Often Exhibited (O)
1.51-2.50   Seldom Exhibited (S)
1.00-1.50   Never Exhibited (N)

As to the assessment of the teachers on the extent of supervision manifested or exhibited by the school heads, it showed that out of nine indicators, five were rated "always exhibited" and the remaining four indicators were rated "frequently exhibited". The highest weighted mean is 4.67 under "Encourage teachers in introducing innovation in their teaching", and the second highest mean rating is 4.63 which corresponded to "Spend sufficient time for

supervision of teachers' teaching." The lowest weighted mean is 4.41 which corresponded to "Listen attentively to teachers' concern and spend time coaching them" and "Demonstrate to teachers the use of new strategies and approaches in teaching". The average weighted mean of the teacher-respondents on the extent of supervision exhibited by school heads is 4.54 with a descriptive rating of "always exhibited".

In summary, the combined average weighted mean of both respondents is 4.63 interpreted as "always exhibited".

Decision making. Table 10 presents data on the extent to which decision making was practiced by the school heads as expressed by two groups of respondents. It can be gleaned in the table that majority of the indicators were rated as "always exhibited" by the respondents.

From the school head-respondents, "I delegate some of the duties and functions to deserving teachers" and "I encourage the use of reasoning and evidence rather than unsupported opinion" got the highest weighted mean ratings of 4.77 and 4.72, respectively. While "I decide based on detailed analysis of factual information" got the lowest mean rating of 4.53. In summary, the school heads assessed their decision making "always exhibited" as evidenced by the computed average weighted of 4.68.

The teacher-respondents rated their school heads with high mean rating in "Encourage the use of reasoning and evidence rather than unsupported opinion"

and "Encourage coordination of activities among teachers to carry out the goals and objectives of the school". However, the lowest weighted mean of 4.39 was obtained in "Stay calm when confronted with problematic or crisis situation" and "Make personal sacrifices for the benefit of the teacher and school". The teachers rated their school heads an average weighted mean of 4.48 bearing a verbal interpretation of "frequently exhibited" on the indicators along decision making.

The combined average weighted mean of the school head and teacher-respondents is 4.58, interpreted as "always exhibited".

Table 10

**Extent of the Public Elementary School Head-Respondents'
Practice their Strategic Leadership as Perceived by the
Teachers and Themselves along Decision Making**

	Indicators	Respondent's Category				Combined Mean	Inter-pretation
		School Head		Teachers			
		Xw/ Interpretation		Xw/ Interpretation			
1	I stay calm when comfronted with problematic or crisis situation.	4.69	A	4.39	F	4.54	A
2	I decide based on detailed analysis of factual information.	4.53	A	4.44	F	4.49	F
3	I make personal sacrifices for the benefit of the teacher and school.	4.64	A	4.39	F	4.52	A
4	I seek differing perspectives when solving problems.	4.70	A	4.40	F	4.55	A
5	I delegate some of my duties and functions to deserving teachers	4.77	A	4.56	A	4.67	A
6	I encourage the use of reasoning and evidence rather than unsupported opinion.	4.72	A	4.61	A	4.67	A
7	I have sufficient information to make a high-Quality decision.	4.67	A	4.46	F	4.57	A

Continuation

Indicators	School Head		Teachers		Combined Mean	Inter-pretation
	Xw/ Interpretation		Xw/ Interpretation			
8 I encourage coordination of activities among teachers to carry out the goals and objective of the school.	4.70	A	4.57	A	4.64	A
9 I make correct resource decisions.	4.69	A	4.50	F	4.60	A
Grand Total	42.11	-	40.32	-	41.215	-
Average Weighted Mean	4.68	A	4.48	F	4.58	A

Legend: 4.51-5.00 Always Exhibited (A)
3.51-4.50 Frequently Exhibited (F)
2.51-3.50 Often Exhibited (O)
1.51-2.50 Seldom Exhibited (S)
1.00-1.50 Never Exhibited (N)

Stress Management. As gleaned from Table 11, all the indicators under stress management obtained weighted means higher than 4.50 which meant "always exhibited". Among these, the highest weighted mean was pegged at 4.76 for the indicator, "I identify what is causing the stress in school". This value was followed by 4.73 and 4.71 for "I learn how to relax to reduce stress", respectively and "I exercise as a healthy strategy to reduce stress". The lowest weighted mean was 4.57 for the indicator that "I need to make sure that my leadership style interacting with teachers does not make me stress carrier". In summary, the school heads assessed strategic leadership along stress management as "always exhibited" as evidenced by the computed average weighted mean of 4.67.

As to the assessment of the teachers on the extent of stress management manifested by school heads, it showed that the nine indicators were rated

"frequently exhibited" by the former. The highest weighted mean is 4.50 under "Practice a healthy lifestyle to minimize stress", and the second highest rating is 4.49 which corresponded to "Play a constructive role in developing supportive relationships among teachers". The lowest weighted mean is 4.36 which corresponded to "Act decisively in stressful situations".

Table 11

**Extent of the Public Elementary School Head-Respondents'
Practice their Strategic Leadership as Perceived by the
Teachers and Themselves along Stress Management**

Indicators	Respondent's Category				Combined Mean	Inter-pretation
	School Head		Teachers			
	Xw/ Interpretation		Xw/ Interpretation			
1. I identify what is causing the stress in school.	4.76	A	4.42	F	4.59	A
2. I act decisively in stressful situations.	4.58	A	4.36	F	4.47	F
3. I practice a healthy lifestyle to minimize stress.	4.63	A	4.50	F	4.57	A
4. I learn how to relax to reduce stress.	4.73	A	4.48	F	4.61	A
5. I play a constructive tole in developing supportive relationships among teachers.	4.68	A	4.49	F	4.59	A
6. I need to recognize the importance of role modeling in reducing teachers' stress level.	4.57	A	4.46	F	4.52	A
7. I need to make sure that my leadership style interacting with teachers does not make me stress carrier.	4.68	A	4.41	F	4.55	A
8. I exercise as a healthy strategy to reduce stress.	4.71	A	4.42	F	4.57	A

Continuation

Indicators	Respondent's Category				Com bine d Mea n	Inter- pretation
	School Head		Teachers			
	Xw/ Interpretation		Xw/ Interpretation			
9. I applied problem solving approach to manage stress.	4.70	A	4.38	F	4.54	A
Grand Total	42.04	-	39.92	-	40.98	-
Average Weighted Mean	4.67	A	4.44	F	4.55	A

Legend: 4.51-5.00   Always Exhibited (A)
        3.51-4.50   Frequently Exhibited (F)
        2.51-3.50   Often Exhibited (O)
        1.51-2.50   Seldom Exhibited (S)
        1.00-1.50   Never Exhibited (N)

The average weighted mean of the teacher-respondents on the extent of stress management exhibited or manifested by school head is 4.44 with a descriptive interpretation of "frequently exhibited".

As a whole, the responses of the school heads and their teachers on the indicators under stress management have a combined average weighted mean of 4.55 interpreted as "Always exhibited"

Conflict Management. Table 12 shows the weighted means and descriptive ratings of the assessment of respondents on the dimension of conflict management. As gleaned from the table, all the indicators of conflict management were rated "always exhibited" by the school head respondents while the teacher respondents rated the former "frequently exhibited".

From the school head-respondents, "Rather than let the other person make a decision without my impart, I make sure I am heard and also that I hear the

other person", "I look for mutually satisfactory solution", and "I agree to middle ground rather look for a completely satisfying situation" got high weighted means of 4.70 and 4.67, respectively. While "I disagree openly, then invite some more discussions about one differences" got the lowest weighted mean of 4.52. In summary, the school heads assessed strategic leadership along conflict management as "always exhibited" as evidenced by the computed average weighted mean of 4.64.

The teacher-respondents on the other hand, projected high weighted means of 4.45, 4.39 and 4.38, respectively in "Look for mutually satisfactory solution", Avoid controversial aspects of an issue", and "Have reputation for meeting a person halfway". However, a low weighted mean of 4.24 was obtained in "Disagree openly, and then invite some more discussions about one difference".

Table 12

Extent of the Public Elementary School Head-Respondents' Practice their Strategic Leadership as Perceived by the Teachers and Themselves along Conflict Management

	Indicators	Respondent's Category				Combined Mean	Inter-pretation
		School Head		Teachers			
		Xw/ Inter-pretation		Xw/ Inter-pretation			
1.	I explore our difference, neither backing down nor forcing my own view.	4.59	A	4.35	F	4.47	F
2.	I disagree openly, then invite some more discussions about one differences.	4.52	A	4.24	F	4.38	F
3.	I look for mutually satisfactory solution.	4.67	A	4.45	F	4.56	A
4.	Rather than let the other person make a decision without my input, I make sure I am heard and also that I hear the other person one.	4.70	A	4.32	F	4.51	A

Continuation

Indicators	Respondent's Category				Combined Mean	Inter-pretation
	School Head		Teachers			
	Xw/ Inter-pretation		Xw/ Inter-pretation			
5. I agree to a middle ground rather look for a completely satisfying situation.	4.67	A	4.32	F	4.50	F
6. I admit I am half way rather than concern one differences.	4.63	A	4.27	F	4.45	F
7. I have reputation for meeting a person halfway.	4.66	A	4.38	F	4.52	A
8. I expect to get out of half of what, really want to say.	4.63	A	4.36	F	4.50	F
9. I give in totally rather than try to change another's' opinion.	4.65	A	4.27	F	4.46	F
10. I avoid controversial aspects of an issue.	4.72	A	4.39	F	4.56	A
Grand Total	46.44	-	43.35	-	44.90	-
Average Weighted Mean	4.64	A	4.34	F	4.49	F

Legend: 4.51-5.00 Always Exhibited (A)
3.51-4.50 Frequently Exhibited (F)
2.51-3.50 Often Exhibited (O)
1.51-2.50 Seldom Exhibited (S)
1.00-1.50 Never Exhibited (N)

The teacher-respondents rated their school heads an average weighted mean of 4.34 bearing a qualitative description of "frequently exhibited" on the indicators along conflict management.

In summary, the school head-and teacher-respondents posted a combined average weighted mean of 4.49 equivalent to "frequently exhibited". This behavior follows the standard practice in handling conflicts in school. The rating of the school heads on this aspect of strategic leadership indicates that the former have the abilities to create a sense of trust and respect for differences.

Administrative Management. Table 13 presents data on the extent to which administrative management was practiced by the school heads as expressed by the two groups of respondents. It can be gleaned in the table that all the indicators were rated as "always exhibited by the school heads", while the teachers rated the former as "frequently exhibited" and "always exhibited".

From the school head-respondents, "I provide coaching and mentoring when appropriate", "I evaluate fairly the performance of teachers based on the performance targets", and "I inform teachers of changes in policies, plans and activities" got high weighted mean ratings of 4.80, 4.77 and 4.76, respectively. While "I make provisions for additional budget for training and staff development programs of activities" got the lowest mean rating of 4.58.

Table 13

Extent of the Public Elementary School Head-Respondents' Practice
their Strategic Leadership as Perceived by the Teachers and
Themselves along Administrative Management

| Indicators | Respondent's Category | | | | Combined Mean | Inter-pretation |
| | School Head | | Teachers | | | |
	Xw/ Inter-pretation		Xw/ Inter-pretation			
1. I provide transparency on school funds and disbursement.	4.72	A	4.56	A	4.64	A
2. I make provisions for additional budget for training and staff development programs and activities.	4.58	A	4.47	F	4.53	A
3. I provide an additional budget for teachers and classroom expenses.	4.67	A	4.27	F	4.47	F

Continuation

Indicators	Respondent's Category				Combined Mean	Inter-pretation
	School Head		Teachers			
	Xw/ Inter-pretation		Xw/ Inter-pretation			
4. I support some needs of teachers in the improvement of school activities.	4.74	A	4.52	A	4.63	A
5. I evaluate fairly the performance of teachers based on the performance targets.	4.77	A	4.49	F	4.63	A
6. I exercise proper consultation with respect to transfer of teachers from one school to another.	4.75	A	4.47	F	4.61	A
7. I provide coaching and mentoring when appropriate.	4.80	A	4.54	A	4.67	A
8. I initiate changes for school improvement.	4.71	A	4.57	A	4.64	A
9. I inform teachers of changes in policies, plans, activities, and the like.	4.76	A	4.59	A	4.68	A
Grand Total	**42.5**	-	**40.48**	-	**41.49**	-
Average Weighted Mean	**4.72**	**A**	**4.50**	**F**	**4.61**	**A**

Legend: 4.51-5.00 Always Exhibited (A)
3.51-4.50 Frequently Exhibited (F)
2.51-3.50 Often Exhibited (O)
1.51-2.50 Seldom Exhibited (S)
1.00-1.50 Never Exhibited (N)

In summary, the school heads assessed strategic leadership along administrative management as "always exhibited" as evidenced by the computed average weighted mean of 4.72.

The teacher-respondents rated their school heads high mean ratings in "Inform teachers of changes in policies, plans and activities", Initiate changes for school improvement", and "Provide transparency on school funds and

disbursement". However, the lowest weighted mean of 4.27 was obtained in "Provide an additional budget for teachers and classroom expenses". The teachers rated their school heads on the dimension of administrative management with an average weighted mean of 4.50 bearing a verbal interpretation of "frequently exhibited".

In summary, the school head-and teacher-respondents posted a combined average weighted mean of 4.61 interpreted as "always exhibited". This behavior exceeds the standard practice in administrative management.

Performance Status of the Public Elementary School heads

As for the status of performance manifested by the school heads as perceived by themselves and teachers, the following findings are herein presented.

Focus on Progress. Table 14 shows the weighted mean and descriptive ratings of the assessment of respondents on the dimension of focus on progress. On the item "Focus attention on what it takes to be successful", the computed weighted mean of 4.73 for the school heads and 4.56 for the teachers pointed that the former were rated outstanding in this aspect. On the item "Organize program of instruction", it got a weighted mean of 4.57 for the teachers' point that the former were rated outstanding on this aspect. Other item such as "Emphasize success mastery", "Maximize learning time for learners", and "Provide strong

parent and community support", the computed weighted mean are greater than 4.50 which were rated outstanding on this aspect. However, the lowest weighted mean of 4.47 for the school heads and 4.44 for the teachers bear a qualitative description of "very satisfactory".

In summary, the school head-and teacher-respondents posted an average weighted mean of 4.64 and 4.55 with verbal interpretation of "outstanding". As a whole, the respondents perceived the performance of school heads as "outstanding" with a combined average weighted mean of 4.59. The outstanding rating of the school heads on this aspect clearly indicates that they were focusing attention on what it takes to be successful and had the goal sense of direction in performing their duties and responsibilities.

Table 14

Performance Status of the Public Elementary School Heads as Perceived by Themselves and Teachers in terms on Progress

Indicators	Respondent's Category				Combined Mean	Inter-pretation
	School Head		Teachers			
	Xw/ Interpretation		Xw/ Interpretation			
1. Focus attention on "what it takes" to be successful.	4.73	O	4.56	O	4.65	O
2. Possess effective leadership responsibilities that are shared among team members.	4.47	VS	4.44	VS	4.46	VS
3. Provide strong parent and community support.	4.60	O	4.55	O	4.58	O
4. Maximize learning time for learners.	4.67	O	4.62	O	4.65	O

Continuation

Indicators	Respondent's Category				Combined Mean	Inter-pretation
	School Head		Teachers			
	Xw/ Interpretation		Xw/ Interpretation			
5. Organize program of instruction.	4.68	O	4.57	O	4.63	O
6. Emphasize success mastery.	4.68	O	4.55	O	4.62	O
Grand Total	27.83	-	27.29	-	27.56	-
Average Weighted Mean	**4.64**	**O**	**4.55**	**O**	**4.59**	**O**

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

People Satisfaction. Data on Table 15 present the weighted mean and descriptive ratings of the assessment of respondents on the dimension of people satisfaction. As gleaned from the table, all indicators were rated "outstanding" by the school heads, with an average weighted mean of 4.61. The teacher-respondents rated their school heads as "outstanding" also with an average weighted mean of 4.56. Both respondents perceived the performance of school heads outstanding with a combined average weighted mean of 4.58. The outstanding rating of the school heads on this aspect clearly indicates that they set high standard of performance, strive for academic excellence, and encourage teachers to exert maximum efforts to attain peak performance of the school.

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Table 15

Performance Status of the Public Elementary School Heads as Perceived by Themselves and Teachers in Terms of People Satisfaction

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Indicators	Respondent's Category				Combined Mean	Inter-pretation
	School Head		Teachers			
	Xw/ Inter-pretation		Xw/ Inter-pretation			
1. Set high standard of performance.	4.61	O	4.54	O	4.58	O
2. Effective support from the education system.	4.53	O	4.60	O	4.57	O
3. High expectations permeate in the environment.	4.55	O	4.52	O	4.54	O
4. Set over all climate that encourages teachers to exert maximum efforts.	4.64	O	4.54	O	4.59	O
5. Strives for academic excellence.	4.61	O	4.63	O	4.62	O
6. High time in school.	4.64	O	4.61	O	4.63	O
7. Positive attitude of teachers dominate.	4.68	O	4.46	VS	4.57	O
Grand Total	**32.26**	-	**31.9**	-	**32.08**	-
Average Weighted Mean	**4.61**	**O**	**4.56**	**O**	**4.58**	**O**

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

Innovation. Table 16 shows the weighted mean and descriptive ratings of the assessment of respondents on the dimension of innovation. As gleaned from the table, majority of the indicators were rated "outstanding" by the school heads as indicated by the average weighted mean of 4.59. On the other hand, the teacher-respondents rated their school heads as "outstanding" with an average

weighted mean of 4.51. Both respondents perceived the performance of school heads on the aspect of innovation as outstanding with a combined average weighted mean of 4.55. The outstanding rating of the school heads on this aspect clearly indicates that they provide flexibility and autonomy, gain and challenge teachers to improve performance level, develop useful solutions to problems, and create a variety of teaching strategies to improve performance.

Table 16

Performance Status of the Public Elementary School Heads as Perceived By Themselves and Teachers in Terms of Innovation

Indicators	Respondent's Category				Combined Mean	Inter-pretation
	School Head		Teachers			
	Xw/ Interpretation		Xw/ Interpretation			
1. Create non-traditional thinking to deal with traditional problems.	4.58	O	4.47	VS	4.53	O
2. Train and challenge teachers to improve performance level.	4.45	VS	4.54	O	4.50	VS
3. Makes transformational leaders work.	4.60	O	4.49	VS	4.55	O
4. Provides flexibility and autonomy.	4.62	O	4.49	O	4.63	O
5. Create a variety of teaching strategies to improve performance.	4.63	O	4.48	VS	4.56	O
6. Institutionalize rewards and incentives	4.66	O	4.43	VS	4.55	O

Continuation

Indicators	Respondent's Category				Combined Mean	Inter-pretation
	School Head		Teachers			
	Xw/ Interpretation		Xw/ Interpretation			
7. Develop useful solutions to problems.	4.62	O	4.50	VS	4.56	O
Grand Total	32.16	-	31.55	-	31.86	-
Average Weighted Mean	4.59	O	4.51	O	4.55	O

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

Comparison of Perceptions of the Two Groups of Respondents on the Strategic Leadership of School Heads

To determine the difference between the perceptions of the public elementary school heads and teachers on the strategic leadership practices of the former along vision, communication, supervision, decision making, stress management, conflict management, and administrative management, the t-test for independent means was employed. Results and discussion of findings are shown in Tables 17 - 23.

Vision. Table 17 presents the results of the statistical t-test for independent means conducted to confirm the previous findings where the two

groups of respondents have agreements and disagreements as to the extent of strategic leadership along vision.

Table 17

Comparison Between the School Heads and Teachers
Strategic Leadership Along Vision

Parameter	Respondent's Category	
	School Head	Teachers
N	81	317
Mean	4.59	4.54
SD	0.43	0.53
t-value	.709	
df	396	
P-value	.479	
Evaluation	Not significant	

It can be seen from the same table that both school heads and teachers on the strategic leadership of the former along vision was "not significant" as shown by their means of 4.59 and 4.54, respectively with degrees of freedom equals to 396.

Furthermore, on the same table, it can be gleaned that the computed p-value of 0.479 proved higher than the 0.05 significance level indicating no significant difference in perceptions of the two groups of respondents along vision.

Communication. Table 18 shows the comparison between the teachers and school heads strategic leadership along communication. As gleaned from the table, the computed t-value of 2.359 which corresponds to a p-value of 0.019 is

lower than the 0.05 significance level indicating significant difference in perceptions of the two groups of respondents along communications. This shows that the responses of the raters differed from each other. The school heads rated themselves much higher compared to their teachers' transpose ratings.

Table 18

**Comparison Between the School Heads and Teachers
Strategic Leadership Along Communication**

Parameter	Respondent's Category	
	School Head	Teachers
N	81	317
Mean	4.68	4.45
SD	0.41	0.85
t-value	2.359	
df	396	
P-value	.019	
Evaluation	Significant	

Supervision. Table 19 presents the comparison between the teachers and school heads practice of strategic leadership along supervision. As gleaned from the table, the mean of the school heads was posted at 4.71 while those of the teachers was posted at 4.51 with degrees of freedom equal to 396, and the computed p-values is higher than the 0.05 significance level. Therefore, the hypothesis which stated that "there is no significant difference between the school heads strategic leadership of the former along supervision" was accepted. This implied that their assessment based on the weighted means were not different from each other.

Table 19

**Comparison Between the School Heads and Teachers
Strategic Leadership Along Supervision**

Parameter	Respondent's Category	
	School Head	Teachers
N	81	317
Mean	4.71	4.51
SD	0.42	0.88
t-value	1.920	
df	396	
P-value	.056	
Evaluation	Not significant	

Decision Making. Table 20 reflects the data on the comparison between the teachers and school heads' practice of strategic leadership along decision making. As gleaned from the table, the mean of the school heads was posted at 4.68

Table 20

**Comparison Between the School Heads and Teachers
Strategic Leadership Along Decision Making**

Parameter	Respondent's Category	
	School Head	Teachers
N	81	317
Mean	4.68	4.47
SD	0.45	0.74
t-value	2.539	
df	396	
p-value	.012	
Evaluation	Significant	

while those of the teachers was posted at 4.47 with degrees of freedom equal to 396 and a computed p-value of 0.012. The data revealed that numerically, the computed p-value is lower than the 0.05 significance level. Therefore, the hypothesis which stated that "there is no significant difference between the teachers and school heads practice strategic leadership along decision making" was rejected. This shows that the responses of the two groups of respondents differed for each other. It implies that their assessment based on the weighted means were different from each other. The school heads rated themselves much higher compared to their teachers' ratings.

Stress Management. Table 21 reflects the data on the comparison between the teachers and school heads practice of strategic leadership along stress management. The p-value must be smaller than .05 to be considered statistically significant. As gleaned from the table, the computed t-value of 2.978 which corresponds to a p-value of 0.003 which is smaller than the 0.05 significance level indicating significant difference in perceptions of the two groups of respondents along stress management. This shows that the responses of the raters differed from each other. It implied that their assessment based on the weighted means were different from each other. The school heads rated themselves much higher compared to their teachers' ratings.

Table 21

**Comparison Between the School Heads and Teachers
Strategic Leadership Along Stress Management**

Parameter	Respondent's Category	
	School Head	Teachers
N	81	317
Mean	4.58	4.30
SD	0.71	0.78
t-value	2.978	
df	396	
P-value	.003	
Evaluation	significant	

Conflict Management. Table 22 present the data on the comparison between the teachers and school heads practice strategic leadership along conflict management. As gleaned from the table, the mean of the school heads was posted at 4.61 while those of the teachers was posted at 4.38 with degrees of

Table 22

**Comparison Between the School Heads and Teachers
Strategic Leadership Along Conflict Management**

Parameter	Respondent's Category	
	School Head	Teachers
N	81	317
Mean	4.61	4.38
SD	0.69	0.81
t-value	2.301	
df	396	
p-value	.022	
Evaluation	Significant	

freedom equals 396 and a computed p-value of 0.022. The p value must be smaller than 0.05 to be considered statistically significant. The data revealed that the computed p-value is lower than the 0.05 significance level. Therefore, the hypothesis which states that "there is no significant difference between the school heads and teachers practice strategic leadership of the former along conflict management" is rejected. This implies that their assessment based on the weighted means were different from each other. It implies that their assessment based on the weighted means were different from each other. The school heads rated themselves much higher compared to their teachers' ratings.

Administrative Management. Table 23 shows that data on the comparison between the teachers and school heads practice strategic leadership along administrative management. As gleaned from the table, the computed t-value.

Table 23

Comparison Between the School Heads and Teachers Strategic Leadership Along Administrative Management

Parameter	Respondent's Category	
	School Head	Teachers
n	81	317
Mean	4.73	4.45
SD	0.43	0.74
t-value	3.215	
df	396	
P-value	.001	
Evaluation	Significant	

of 3.215 which corresponds to a p-value of 0.001 is lower than the 0.05 significance level indicating significant difference in perceptions of the two groups of respondents along administrative management. This shows that the responses of the raters differed from each other. It implied that their assessment, based on the weighted means, were different from each other. The school heads rated themselves much higher compared to their teachers' ratings.

Comparison of Perceptions of the Two Groups of Respondents on the Performance Status of Elementary School Heads

To determine the difference between the perceptions of the public elementary school heads and their teachers on the performance status of the former along focus on progress, people satisfaction and innovation, the t-test for independent means was employed.

Table 24 presents the results of the statistical t-test for independent means conducted to confirm the previous findings where the two groups of respondents have agreements and disagreements as to the status of performance along the three domains, namely: focus on progress, people satisfaction, and innovation.

As shown in the table, the p-values obtained on focus on progress and innovations are lower than the 0.05 significance level indicating significant difference in perceptions of the two groups of respondents along the three

domains on performance status of school heads. Hence, the hypothesis "there are no significant difference in perceptions between the school head-respondents and teacher-respondents of the performance status of the former along the two domains" was rejected.

Table 24

**Comparison Between the Performance Status Along
the Three Domains as Perceived by School
Head and Teacher Respondents**

Three Domains	SH		Teacher		P-value	Evaluation
	Mean	SD	Mean	SD		
Progress	4.53	0.75	4.26	1.22	0.05	Significant
People Satisfaction	4.52	0.77	4.28	1.19	0.093	Not Significant
Innovation	4.52	0.74	4.19	1.36	0.036	Significant

This shows that the opinion of the school heads and their teachers are not the same or different from each other. The school heads rated themselves much higher compared to their teachers' ratings.

**Relationship between the Strategic Leadership
of School Heads and Their Profile**

This portion discusses the analysis undertaken between the strategic leadership practices of the school head-respondents and some of their related variates, namely: educational qualification, relevant trainings, years as school

heads and SBM level of the public elementary school. The data are reflected in Table 25.

Vision. Table 25 contains data on the correlational analysis done between the school heads strategic leadership along vision and their related variates such as educational qualification, relevant trainings, years as school heads and the SBM level of the school.

As can be gleaned from the table, the correlational analysis between the two groups of the variables resulted to the computed r-values and p-values as: 0.122 and 0.277, respectively, for educational qualification; 0.110 and 0.327 for trainings, respectively; 0.081 and 0.473 for number of years or school head; and 0.068 and 0.546 for SBM level, respectively. It is obvious that all computed p-values proved higher than the 0.05 level of significance. Thus, the hypothesis involving the relationships between the strategic leadership employed by school heads and their aforementioned related variates are correspondingly accepted. This indicates that the school heads' strategic leadership along vision had nothing to do with their selected variates or profile.

Communication. Table 25 presents the correlations between perceived strategic leadership along communication and profile variables of the respondents.

Correlating communication and trainings attended by the respondents, the p-value of 0.039 proved lower than the 0.05 level of significance. The finding

implied that the respondents' trainings attended posted a significant relationship

with strategic leadership along communication of the respondents.

Table 25

Relationship Between the Profile of Elementary School Heads and their Strategic Leadership

Leadership Indicators/Profile	Educational Qualification			No. of Trainings Attended			No. of Years as School Head			SBM Level		
Vision	.122	.277	NS	.110	.327	NS	.091	.473	NS	.049	.698	NS
Communication	-.121	.282	NS	.230	.039	S	.224	.073	NS	.196	.120	NS
Supervision	.015	.897	NS	.220	.048	S	.032	.799	NS	.157	.215	NS
Decision Making	.077	.492	NS	.154	.170	NS	.159	.205	NS	.089	.485	NS
Stress management	.143	.202	NS	.160	.153	NS	-.167	.185	NS	.004	.976	NS
Conflict Management	-.027	.814	NS	.186	.097	NS	-.051	.687	NS	-.110	.387	NS
Administrative Management	.071	.529	NS	.191	.088	NS	.195	.119	NS	.103	.418	NS

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Supervision. The correlations between perceived strategic leadership along supervision and profile variates of the school heads is reflected in Table 25. As revealed in the same table, correlating supervision and trainings attended by respondents, the p-value of 0.048 proved lower than the 0.05 level of significance. Hence, the null hypothesis that "there is no significant relationship between the school heads' strategic leadership and trainings attended" was rejected. The finding implied that the school heads' trainings attended posted a significant relationship with strategic leadership along supervision.

Decision Making. Table 25 showcases the summary of correlational analysis performed between the school heads' strategic leadership along decision making and their profile variates. It is Obvious in the table that all p-values are higher than the 0.05 level of significance rendering all correlation coefficients not significant. Hence, the null hypothesis that "there is no significant relationship between the respondents profile variates and their strategic leadership" was accepted. The finding implied that the school heads' profile posted no significant relationship with their strategic leadership along decision making.

Stress Management. Table 25 present the relationship between school heads' strategic leadership along stress management and their profile variates. It is Obvious in the table that all p-values are higher than the 0.05 level of significance rendering all correlation coefficients not significant. The finding

implied that the selected profile variates did not correlate significantly to the strategic leadership along stress management of the respondents.

Conflict Management. In relating the school heads' strategic leadership along conflict management with their profile variates, the obtained p-values tuned out to be 0.814, 0.097, 0.687, and 0.842 for educational qualification, trainings, number of years as school head and SBM level, respectively. All the p-values are higher than the 0.05 level of significance rendering all correlation coefficient not significant. The finding implied that the selected profile variates did not correlate significantly to the strategic leadership along conflict management of the school head respondents.

Administrative Management. Table 25 presents the correlations between perceived strategic leadership along administrative management and the profile variates of the respondents. All the computed p-values are higher than the 0.05 level of significance rendering all correlation coefficient not significant. The finding implied that the selected profile variates did not correlate significantly to the strategic leadership along administrative management of the respondents.

Relationship between the Performance Status of the School Heads and Their Profile variates

The study proved also into the relationship between the performance status of the school head respondents and their selected profile variates. The results of this correlation is found in Table 26.

<div align="center">

Table 26

**Relationship Between the Profile of Public Elementary
School Heads and Performance Status**

</div>

Leadership Indicators/ Profile	Educational Qualification/ Trainings			No. of Years as School Head			SBM Level		
Progress	-.085	.448	NS	.051	.686	NS	.194	.124	NS
People Satisfaction	-.133	.235	NS	.026	.837	NS	.014	.916	NS
Innovation	.036	.747	NS	.012	.922	NS	.048	.705	NS

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

In relating the profile of the respondents with their strategic leadership along focus in progress, the computed p-values turned out to be 0.448, 0.864, 0.686 and 0.75 for educational qualification, trainings, number of years as school head, and SBM level respectively. All the p-values are higher than the 0.05 level of significance rendering all correlation coefficients not significant.

In the area of people satisfaction and innovation, all the computed p-values are higher than the 0.05 level of significance rendering all correlation coefficients not significant. Hence, the null hypothesis that "there are no significant relationships between the strategic leadership along people satisfaction and innovation and their selected profile" variates was accepted.

This means that the selected profile variates had nothing to do with the strategic leadership of the school head-respondents.

Relationship between School Heads'
Strategic Leadership and Performance Status

Table 27 presents the correlation between the respondents' performance status and strategic leadership Pearson's correlation was employed between performance along focused on progress, people satisfaction and innovations. Strategic leadership was measured along vision, communication, supervision, decision making, stress management, conflict management, and administrative management.

When the computed p-value is smaller than the 0.05 level of significance, the relationship is significant. Respondents' strategic leadership along vision significantly correlated with focus on progress, people satisfaction, and innovation. Respondents' communication was found to have significant relationship with focused on progress, people satisfaction and innovation. In the aspect of supervision, it was also found out to have significant relationship with focused on progress, people satisfaction, and innovation.

For the stress management held by the respondents, this significantly correlated with people satisfaction and innovation. For the conflict management, held by the respondents, this significantly correlated with focus on progress, people satisfaction, and innovation.

In the light of these results, the null hypothesis that "there is no significant relationship between the respondents' strategic leadership and their performance status" was rejected.

Table 27

Relationship Between the School Heads' Strategic Leadership and Their Performance Status

Strategic Leadership/ Performance Status	Progress			People Satisfaction			Innovation		
	r-value	p-value	Eva-luation	r-value	p-value	Eva-luation	r-value	p-value	Eva-luation
Vision	.331"	0.003	S	.317"	.004	S	.419"	.000	S
Communication	.337"	0.002	S	.372"	.001	S	.455"	.000	S
Supervision	.359"	0.001	S	.368"	.001	S	.450"	.000	S
Decision Making	.300"	0.006	S	.337"	.002	S	.527"	.000	S
Stress management	.209"	0.061	NS	.235"	.035	S	.483"	.000	S
Conflict management	.123"	0.275	NS	.139"	.216	NS	.315"	.004	S
Administrative Mgt	.381"	0	S	.412"	.000	S	.427"	.000	S

**Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Chapter 5

Summary of Findings, Conclusions and Recommendations

This chapter presents the summary of findings, conclusions that were derived from the findings and the recommendations based on the conclusions drawn.

Summary of Findings

The major findings of this study were as follows:

1. The typical school head from the public elementary school in Calbayog City division was a master's degree holder. The school head had attended an average of seven trainings with SD of three trainings. Most of the school heads had served 5.51 years. Moreover, majority of the public elementary schools were considered SBM Level 2 by the division.

2. The extent to which strategic leadership along vision manifested by the school heads as perceived by the two groups of respondents was "always exhibited" with a combined weighted mean of 4.56.

3. The extent to which strategic leadership along communication manifested by the school heads as perceived by themselves and their teachers was "always exhibited" with a combined weighted mean of 4.59.

4. The extent to which strategic leadership along supervision was manifested or practiced by the school heads as perceived by themselves and their teachers was "always exhibited" with a combined weighted mean of 4.63.

5. The extent to which strategic leadership along decision making was practiced by the school heads as perceived by themselves and their teachers was "always exhibited" with a combined weighted mean of 4.55.

6. The extent to which strategic leadership along stress management was practiced by the school heads as perceived by themselves and their teachers was "always exhibited" with a combined weighted mean of 4.55.

7. The extent to which strategic leadership along conflict management as practiced by the school heads as perceived by themselves and their teachers was "frequently exhibited" with a combined weighted mean of 4.49.

8. The extent to which strategic leadership along administrative management as practiced by the school heads as perceived by themselves and their teachers was "always practiced" with a combined weighted mean of 4.61.

9. The performance status of the school heads in terms of progress was perceived "outstanding" by the school head themselves and teachers as evidenced by the combined weighted mean of 4.59.

10. The performance status of the school heads along people satisfaction was perceived "outstanding" by the school heads themselves and teachers as evidenced by the combined weighted mean of 4.58.

11. The performance status of the school heads along innovation was perceived "outstanding" by the school head themselves and teachers as evident by the combined weighted mean of 4.55.

12. There were significant differences in the school heads' strategic leadership along communication, decision making, stress management, conflict management, and administrative management. It appeared that the school heads' strategic leadership along the aforementioned five domains/areas differed significantly from their teachers. The computed p-values were smaller than the 0.05 level of significance which led to the rejection of the null hypothesis.

13. There were significant differences in the school heads' performance status along the aforecited two domains/areas as they differed significantly from their teachers. The computed p-values were smaller than the 0.05 level of significance which led to the rejection of the null hypothesis.

14. There was no significant relationship between the strategic leadership of the school heads and their profile. The computed p-values were higher than the 0.05 level of significance.

15. There was no significant relationship between the performance status of the school heads and their profile. The computed p-values were higher than the 0.05 level of significance.

16. Respondents' strategic leadership along vision, communication, supervision, decision making and administrative management significantly correlated with focus on progress, people satisfaction and innovation. The computed p-values were lower than the 0.05 level of significance.

17. Respondents' strategic leadership along stress management and conflict management significantly correlated with people satisfaction and innovation. The computed p-values were smaller than the 0.05 level of significance.

Conclusions

In the light of these findings, the following conclusions were drawn:

1. The elementary school head in Calbayog City division possessed the desirable strategic leadership characteristics which resulted into better school performance. Strategic leadership characteristics are vital for the success of school performance.

2. The school heads were "outstanding" in the discharge of their performance on the following areas: focused on progress, people

satisfaction, and innovation which are manifestations of managing their schools effectively and efficiently.

3. There is no similarity in the assessment of the elementary school heads and teachers on the strategic leadership of the former along communication, decision making, stress management, conflict management and administrative management. The school heads rated themselves much higher compared to their teachers' ratings.

4. Strong strategic leadership is most successful in improving school performance when it is focused on progress, people satisfaction and innovation.

5. The school heads' strategic leadership along vision, communication, supervision, decision making, and administrative management significantly correlated with school heads' performance along the areas of focus on progress, people satisfaction, and innovation.

6. The school heads' strategic leadership along stress management significantly correlated with people satisfaction and innovation.

Recommendations

The following recommendations were offered based on the results and the foregoing conclusions reached by this study.

1. School heads should exercise extra efforts to maximize the positive effects of strategic leadership. This would fill the vacuum between the frequently exhibited and always exhibited frequencies.

2. Capability building dealing with communication, decision making, stress management, conflict management, and administrative management is indispensable to enhance strategic leadership of public elementary school heads and future school heads.

3. School heads should make a periodic study of their strategic leadership so that they could strengthen their weak points and further strengthen their strong points that would redound to the delivery of quality instruction by the teachers.

4. A study parallel to this research utilizing the same instrument may be conducted in the secondary level or other divisions to examine the strategic leadership and strategic management practices of elementary or secondary school heads.

5. A similar study may be conducted in any of the divisions in Samar Island using other ways of classifying the school heads like the OPCRF (Office Performance Commitment Review Form) and extend the questions for qualitative data.

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APPENDICES

APPENDIX A

REQUEST TO CONDUCT A DRY-RUN
OF SURVEY QUESTIONNAIRE

Republic of the Philippines
Commission on Higher Education
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City

March 15, 2019

MARIZA S. MAGAN, Ed. D., CESO V
Schools Division Superintendent
Division of Samar
Catbalogan City

Madam:

I have the honor to request permission to validate my questionnaires for my dissertation entitled : **"Strategic Leadership of Elementary School Heads in the Division of Calbayog City".**

The Questionnaire will be pilot tested to select school heads and their teachers to Public Elementary Schools in the Division of Samar.

I hope your favorable consideration.

Thank you very much and more power!

Very truly yours,

(Sgd) BONIFACIO P. PONDANG
Researcher

Noted:

(Sgd) EUSEBIO T. PACOLOR, Ph. D.
Adviser

Approved:

(Sgd) MARIZA S. MAGAN, Ed.D., CESO V
Schools Division Superintendent

APPENDIX B

REQUEST FOR PERMISSION TO ADMINISTRE
THE SURVEY QUESTIONNAIRE

Republic of the Philippines
Commission on Higher Education
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City

March 15, 2019

GORGONIO DIAZ, JR, Ph. D., CESO VI
Schools Division Superintendent
DepEd School Division Office
Brgy. Hamorawon, Calbayog City

Sir:

The undersigned is a student of Samar State University taking Doctor of Philosophy major in Educational Management is presently conducting a research on "**Strategic Leadership of Elementary School Heads in the Division of Calbayog City**".

In this connection, may I have the honor to request permission from your good office to administer survey questioner to the public Elementary School Heads and some teachers (sampling technique) in the Division of Calbayog City.

I hope your favorable consideration. On this regards

Thank you very much and more power!

Very truly yours,

(Sgd) BONIFACIO P. PONDANG
Researcher

Noted:

(Sgd) EUSEBIO T. PACOLOR, Ph. D.
Adviser

Approved:

(Sgd) GORGONIO DIAZ, JR, Ph. D., CESO VI
Schools Division Superintendent
Calbayog City

APPENDIX C

QUESTIONNAIRE FOR SCHOOL HEADS

Part I – Personal Data of the School Heads
Name of Respondents: (Optional) _____
Educational Qualification: _____
NO. of Trainings on Leadership and governance: _____
No. of years as School Head: _____
School based Management Level of
Practice in your School: _____

Part II – Strategic Leadership Questionnaire for School Heads
Instruction: *Please rate yourself by checking the appropriate column which corresponds to your answer along strategic leadership using the five point scale:*

5 – if the indicator is always   exhibited (A)
4 – if the indicator is frequently exhibited (F)
3 – if the indicator is often   exhibited   (O)
2 – if the indicator is seldom   exhibited   (S)
1 – if the indicator is never   exhibited   (N)

VISION	A 5	F 4	O 3	S 2	N 1
1. I create and articulate the vision of the school.					
2. I anticipate the needs of the school and provides necessary mechanism or structure to meet such needs.					
3. I prepare a holistic plan of action to fulfill the commitment of the school and thereby carry out the defined mission and achieve future objectives.					
4. I can project enrolment trend and capable enough to carry out changes.					
5. I perceive the role of the school within the next decade or two to prepare a far rouging program to make the catalyst of change.					
6. I initiate new ideas and leads in planning the school programs and targets.					

7. I view major problems and opportunities of the school in terms of its contribution to overall development.					
8. I take optimistically about the future and about what needs to be accomplished.					
9. I set plans and activities on a clear and accurate knowledge of school's goals.					
10. Others, pls. specify _____					
COMMUNICATIONS					
1. I provide clear, timely and open channel of communication.					
2. I share relevant information with teachers' that can be of value to them.					
3. I provide teachers with greater access to information, relevant to important school proposals activities.					
4. I encourage the teachers to express their concerns, opinions, ideas and suggestions.					
5. I communicate clearly, logically, publicly or privately, orally or written form.					
6. I listen attentively to what informal groups have to say and keep informed of what is happening in school.					
7. I inform teachers about schools priorities.					
8. I avoid blame and embarrassment when giving feedback to teachers.					
9. I provide accurate and frequent feedback and decisions to teachers.					
10. Others, pls. specify _____					
SUPERVISION					
1. I prepare tentative supervisory programs for classroom visitation and observation.					
2. I stimulate a permissive classroom					

atmosphere which is conducive to learning.					
3. I discover the professional needs and problems of teachers.					
4. I listen attentively to teachers' concern and spend time coaching them.					
5. I demonstrate to teachers the use of new strategies and approaches in teaching.					
6. I spend sufficient time for supervision of teachers teaching.					
7. I encourage teachers in introducing innovation in their teaching.					
8. I focus on developing their strengths.					
9. I treat the teachers as individuals with different needs and abilities.					
10. Others, pls. specify _____					
DECISION MAKING					
1. I stay calm when comfronted with problematic or crisis situation.					
2. I decide based on detailed analysis of factual information.					
3. I make personal sacrifices for the benefit of the teacher and school.					
4. I seek differing perspectives when solving problems.					
5. I delegate some of my duties and functions to deserving teachers					
6. I encourage the use of reasoning and evidence rather than unsupported opinion.					
7. I have sufficient information to make a high-Quality decision.					
8. I encourage coordination of activities among teachers to carry out the goals and objective of the school.					
9. I make correct resource decisions.					
10. Others, pls. specify _____					
CONFLICT MANAGEMENT					

1. I explore our difference, neither backing down nor forcing my own view.					
2. I disagree openly, then invite some more discussions about one differences.					
3. I look for a mutually satisfactory solution.					
4. Rather than let the other person make a decision without my input, I make sure I am heard and also that I hear the other person one.					
5. I agree to a middle ground rather look for a completely satisfying situation.					
6. I admit I am half way rather than concern one differences.					
7. I have reputation for meeting a person halfway.					
8. I expect to get out of half of what, really want to say.					
9. I give in totally rather than try to change another' opinion.					
10. I avoid controversial aspects of an issue.					
STRESS MANAGEMENT					
1. I identify what is causing the stress in school.					
2. I act decisively in stressful situations.					
3. I practice a healthy lifestyle to minimize stress.					
4. I learn how to relax to reduce stress.					
5. I play a constructive role in developing supportive relationships among teachers.					
6. I need to recognize the importance of role modeling in reducing teachers' stress level.					
7. I need to make sure that my leadership style interacting with teachers does not make me stress carrier.					
8. I exercise as a healthy strategy to					

reduce stress.					
9. I applied problem solving approach to manage stress.					
10. Others, pls. specify _____					
ADMINISTRATIVE MANAGEMENT					
1. I provide transparency on school funds and disbursement.					
2. I make provisions for additional budget for training and staff development programs and activities.					
3. I provide an additional budget for teachers and classroom expenses.					
4. I support some needs of Teachers in the improvement of school activities.					
5. I evaluate fairly the performance of teachers based on the performance targets.					
6. I exercise proper consultation with respect to transfer of teachers from one school to another.					
7. I provide coaching and mentoring when appropriate.					
8. I initiate changes for school improvement.					
9. I inform teachers of changes in policies, plans, activities, and the like.					
10. Others, pls. specify					

Part III. Performance Questionnaire

Instruction: Please rate yourself by checking the appropriate Column which corresponds to your answer along your performance using the five-point scale:

5 – Outstanding (O)
4 – Very Satisfactory (VS)
3 – Satisfactory (S)
2 – Unsatisfactory (US)
1 – Poor (P)

	O	VS	S	US	P
	5	4	3	2	1
A. FOCUS ON PROGRESS					

1. Focus attention on "what it takes" to be successful.					
2. Possess effective leadership responsibilities that are shared among team members.					
3. Provide strong parent and community support.					
4. Maximize learning time for learners.					
5. Organizes program of instruction.					
6. Emphasis success mastery.					
7. Others, pls specify.					
B. PEOPLE SATISFACTION					
1. Set high standard of performance.					
2. Effective support from the education system					
3. High expectations permeate in the environment.					
4. Set over all climate that encourages teachers to exert maximum efforts.					
5. Strives for academic excellence.					
6. High time in school.					
7. Positive attitude of teachers dominate.					
C. INNOVATION					
1. Create non-traditional thinking to deal with traditional problems.					
2. Train and challenge teachers to improve performance level.					
3. Makes transformational leaders work.					
4. Provides flexibility and autonomy.					
5. Create a variety of teaching strategies to improve performance.					
6. Institutionalize rewards and incentives.					
7. Develop useful solutions to problems.					

Thank you very much!

APPENDIX D

QUESTIONAIRE FOR TEACHERS

Part II – Strategic Leadership Questionnaire for Teachers

Instruction: *Please rate your immediate school head by checking the appropriate column which corresponds to your answer along their strategic leadership using the five point scale.*

5 – if the indicator is always   exhibited (A)
4 – if the indicator is frequently exhibited   (F)
3 – if the indicator is often   exhibited   (O)
2 – if the indicator is seldom   exhibited   (S)
1 – if the indicator is never   exhibited   (N)

VISION	A 5	F 4	O 3	S 2	N 1
1. He/she creates and articulate the vision of the school.					
2. He/she anticipates the needs of the school and provides necessary mechanism or structure to meet such needs.					
3. He/she prepares a holistic plan of action to fulfill the commitment of the school and thereby carry out the defined mission and achieve future objectives.					
4. He/she can projects enrolment trend and capable enough to carry out changes.					
5. He/she perceived the role of the school within the next decade or two to prepare a far rouging program to make the catalyst of change.					
6. He/she initiates new ideas and leads in planning the school programs and targets.					
7. He/she views major problems and opportunities of the school in terms of its contribution to overall					

development.					
8. He/she takes optimistically about the future and about what needs to be accomplished.					
9. He/she set plans and activities on a clear and accurate knowledge of school's goals.					
10. Others, pls. specify _____					
COMMUNICATIONS					
1. He/she provides clear, timely and open channel of communication.					
2. He/she shares relevant information with teachers' that can be of value to them.					
3. He/she provides teachers with greater access to information, relevant to important school proposals activities.					
4. He/she encourages the teachers to express their concerns, opinions, ideas and suggestions.					
5. He/she communicates clearly, logically, publicly or privately, orally or written form.					
6. He/she listens attentively to what informal groups have to say and keep informed of what is happening in school.					
7. He/she informs teachers about schools priorities.					
8. He/she avoids blame and embarrassment when giving feedback to teachers.					
9. He/she provides accurate and frequent feedback and decisions to teachers.					
10. Others, pls. specify _____					
SUPERVISION					
1. He/she prepares tentative supervisory programs for classroom visitation and observation.					
2. He/she stimulates a permissive					

classroom atmosphere which is conducive to learning.					
3. He/she discovers the professional needs and problems of teachers.					
4. He/she listens attentively to teachers' concern and spend time coaching them.					
5. He/she demonstrates to teachers the use of new strategies and approaches in teaching.					
6. He/she spends sufficient time for supervision of teachers teaching.					
7. He/she encourages teachers in introducing innovation in their teaching.					
8. He/she focuses on developing their strengths.					
9. He/she treats the teachers as individuals with different needs and abilities.					
10. Others, pls. specify _____					
DECISION MAKING					
1. He/she stays calm when comfronted with problematic or crisis situation.					
2. He/she decides based on detailed analysis of factual information.					
3. He/she makes personal sacrifices for the benefit of the teacher and school.					
4. He/she seeks differing perspectives when solving problems.					
5. He/she delegates some of my duties and functions to deserving teachers					
6. He/she encourages the use of reasoning and evidence rather than unsupported opinion.					
7. He/she have sufficient information to make a high-Quality decision.					
8. He/she encourages coordination of activities among teachers to carry out the goals and objective of the school.					
9. He/she makes correct resource					

decisions.					
10. Others, pls. specify _____					
CONFLICT MANAGEMENT					
1. He/she explores our difference, neither backing down nor forcing my own view.					
2. He/she disagrees openly, then invite some more discussions about one differences.					
3. He/she looks for a mutually satisfactory solution.					
4. He/she rather than let the other person make a decision without my input, I make sure I am heard and also that I hear the other person one.					
5. He/she agrees to a middle ground rather look for a completely satisfying situation.					
6. He/she admits I am half way rather than concern one differences.					
7. He/she have reputation for meeting a person halfway.					
8. He/she expects to get out of half of what, really want to say.					
9. He/she gives in totally rather than try to change another' opinion.					
10. He/she avoids controversial aspects of an issue.					
STRESS MANAGEMENT					
1. He/she identifies what is causing the stress in school.					
2. He/she acts decisively in stressful situations.					
3. He/she practices a healthy lifestyle to minimize stress.					
4. He/she learns how to relax to reduce stress.					
5. He/she plays a constructive role in developing supportive relationships among teachers.					

6. He/she needs to recognize the importance of role modeling in reducing teachers' stress level.					
7. He/she needs to make sure that my leadership style interacting with teachers does not make me stress carrier.					
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6. He/she exercises proper consultation with respect to transfer of teachers from one school to another.					
7. He/she provides coaching and mentoring when appropriate.					
8. He/she initiates changes for school improvement.					
9. He/she informs teachers of changes in policies, plans, activities, and the like.					
10. Others, pls. specify					

Part III. Performance Questionnaire

Instruction: *Please rate your immediate school head by checking the appropriate column which corresponds to your answer along strategic leadership using the five point scale:*

    5 – Outstanding (O)
    4 – Very Satisfactory (VS)
    3 – Satisfactory (S)
    2 – Unsatisfactory (US)
    1 – Poor (P)

	O	VS	S	US	P
	5	4	3	2	1
A. FOCUS ON PROGRESS					
1. He/she Focuses attention on "what it takes" to be successful.					
2. He/she possesses effective leadership responsibilities that are shared among team members.					
3. He/she provides strong parent and community support.					
4. He/she maximizes learning time for learners.					
5. He/she organizes program of instruction.					
6. He/she emphasis success mastery.					
7. Others,pls specify.					
B. PEOPLE SATISFACTION					
1. He/she sets high standard of performance.					
2. He/she effective support from the education system					
3. He/she high expectations permeate in the environment.					
4. He/she sets over all climate that encourages teachers to exert maximum efforts.					
5. He/she strives for academic excellence.					
6. He/she High time in school.					
7. He/she positive attitude of teachers dominate.					

C. INNOVATION					
1. He/she creates non-traditional thinking to deal with traditional problems.					
2. He/she trains and challenge teachers to improve performance level.					
3. He/she makes transformational leaders work.					
4. He/she provides flexibility and autonomy.					
5. He/she creates a variety of teaching strategies to improve performance.					
6. He/she Institutionalizes rewards and incentives.					
7. He/she develops useful solutions to problems.					

Thank you very much!

CURRICULUM VITAE

CURRICULLUM VITAE

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Place of Birth: Calbayog City
Civil Status   : Single

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Father: Cordiano S. Pondang – deceased
Mother: Jacinta P. Pondang

EDUCATIONAL BACKGROUND

Graduate Studies:

Doctor of Philosophy
Samar State University
Catbalogan City
Doctor of Philosophy
2016 – 2019

Master of Arts in Science Teaching
Northwest Samar State University
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2000 - 2003

College:

Christ the King College (CKC)
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Bachelor of Science in Biology
1985 - 1991
Bachelor of Elementary Education
1991 - 1992

Secondary:

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Calbayog City
1981 – 1985

Elementary:
Cabacungan Elementary School
Brgy.Cabacungan, Oquendo District
Calbayog City
1975 – 1981

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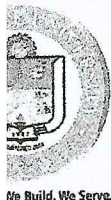
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CERTIFICATION OF EDITING

This is to certify that the thesis/dissertation of ___Mr. Bonifacio P. Pandong___

entitled ___"Strategic Leadership of Public Elementary School Heads in the Division___

___of Calbayog City".___

has been edited (both grammar and style) as a partial requirement for binding.

___ALONA MEDALIA C. GABEJAN, D.A.___
Signature over Printed Name of Editor

Date: ___August 16, 2019___

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