
Leadership Competence of the Head Teachers: Basis for Leadership Development Plan

MEDCYLYN E. BERNARDINO

medcylyn.bernardino@deped.gov.ph
Saint Anthony College of Technology

MEDCYLYN E. BERNARDINO

medcylyn.bernardino@deped.gov.ph
Saint Anthony College of Technology

JEFFREY R. YUMANG, EdD

jeffreyyumang001@deped.gov.ph
Saint Anthony College of Technology

Abstract — The study described the leadership competencies of the head teachers in the North District, Division of the City of San Fernando, during the 2024-2025 school year. The study's respondents included the public head teachers and teachers in the said district. This study employed a quantitative method using a descriptive-correlational design. The statistical treatments employed were frequency and percentage, weighted mean, one-way ANOVA, and t-test for independent samples. Based on the findings, most head teachers hold master's degrees and are pursuing graduate studies, with a large group having served as head teachers for 6-10 years. They possessed a high level of leadership competence across all leadership domains, as assessed by both of them and their teachers. There was no significant difference in the leadership competence of the head teachers when they were grouped based on their educational qualifications. Conversely, there was a significant difference in their leadership competence when head teachers were grouped according to their length of experience. There was a significant difference in the leadership competence assessments between the head teachers and teachers, as head teachers rated higher than the teachers. The Leadership Development Plan addresses the specific areas for development identified by the teacher respondents while maintaining a high level of leadership competence.

Keywords: Leadership, Competence, Head Teachers, Performance

I. INTRODUCTION

The school is one major institution of society. It exists to provide education and other services. The principal is an educational leader responsible for managing policies, regulations, and procedures to ensure all students are supervised in a safe learning environment that meets the school's approved curricular offerings and mission.

As an institution, the school system fulfills its function through competent and effective management, which demands that school managers be equipped with managerial skills to translate management theories and principles into more productive results. It also requires cooperation among its members.

One of the principal's main duties is to set high academic and conduct standards for students and staff. Manage, analyze, and implement the school's clear and efficient procedures in accordance with its philosophy, mission, values, and goals. These procedures should oversee instructional programs, extracurricular activities, and discipline. This ensures the upkeep of the building, the evaluation of the program, the management of people, the operations of the office, and the administration of emergency procedures. Make certain that all laws, board policies, and civil regulations are adhered to.

There are expectations of what school managers should be and what they could do as leaders.

Like any other organization, a school organization needs strong leadership and management. Both set the way the school organization will go. Different management and leadership principles and practices in school settings complement each other. School leadership and management of activities challenge everyone in the field to promote the culture of lifelong learning and teaching.

Covey (Jooste, 2018) summarized that the relationship between management and leadership is that leadership deals with the vision, direction, effectiveness, and results, focusing on the top line, while management deals with establishing structures and systems to focus on the bottom line to get results. Earley and Weinding stressed the close link between both necessary for

organizational success (Malasa, 2017). Thus, the importance of these two principles in school operations cannot be denied.

A school head helps the school attain a high level of performance by utilizing its resources (Lunenburg, 2015). It is expected that the school head, as leader and manager, has the knowledge, skills, and ability to promote the success of all students by managing the school organization, operation, and resources to promote a safe, efficient, and effective learning environment.

As managers and leaders, the school heads set the direction in which the schools are going. They are responsible for the overall operation of the school. The tremendous changes in scope, variety of competencies, and necessary skills for managing the school make their functions more complex, diverse, and challenging. Identifying competencies needed to function in these areas brings forth the challenges principals face daily, where accountability, challenges, and integrity as leaders and managers remain at stake. Successful school managers should be interested in developing and adopting the necessary skills to create the best teaching and learning environment. The evolving needs the never-ending pressure from the different stakeholders in the educational system. The capacity to perform both as leaders and managers shapes the school organization.

The call for enhancing school heads' leadership and managerial competencies as the most influential person in promoting reform, change, and innovations in performing these functions challenges educational leaders. The emerging changes in leading and managing organizations should be dealt with by discovering new opportunities and threats attached to these and, at the same time, reconciling these with essential management processes. One must understand the changes in the school environment, but the application of proven. They are as relevant as years ago, but their form continuously evolves.

Successful school heads' leadership and management can be developed and expanded. Schools need to put the right person in the position and train them on competencies to enhance and sustain an efficient and effective leadership and management environment.

To begin knowing the leadership styles of a principal, a review of the different definitions of leadership has to be considered. Leadership can be defined as influencing people to strive willingly for group objectives. Tannenbaum et al. (2020) defined leadership as goals through

communication. Koontz and O'Donnell (2018) explain that leadership influences people to follow one, achieving a common goal. Crosby and Bryson (2019) further expound that leadership is the inspiration and mobilization of others to undertake collective action to pursue the common good. Different scholars have argued that there is no precise definition for describing the complex phenomenon of leadership

Ciulla (2014) mentioned that leadership is a distinct moral relationship. He explains that leaders cannot empower people without the moral courage to be honest with themselves. He further highlighted that leadership is a distinct kind of moral relationship. According to him, leaders cannot empower people unless they have the moral courage to be honest. On the other hand, people want honest, forward-looking, competent, and inspiring leaders.

Recently, integrated trait leadership models were put forward by summarizing the historical findings and reconciling the conflict between characteristics and other factors in determining effective leadership. Kursunoglu and Tanriogen (2019) explain instructional leadership as a series of behaviors that affect classroom instruction. The instructional leadership theory has been widely studied (Hallinger & Walker, 2017), and various models and theories explain instructional leadership.

Changes in educational policies and systems aim at improving the quality of existing education systems. The outcome, therefore, is to provide higher-quality human capital in the nation (Santhidran, Chandran, & Borromeo, 2013). In this regard, schools should be dynamic and undergo evolution in this era of globalization. This means principals must embrace change in values, practices, attitudes, and thoughts. As good as this may sound, this is not always straightforward. Most educators find it very difficult to embrace change. This much is confirmed by several researchers (Hallinger, 2016). Thus, school leaders must endeavor to embrace change and implement new educational policies to achieve learning outcomes.

It should be addressed to minimize school leaders' resistance to change. School principals will fail to manage change effectively if the organization's members are not ready to change even in the first implementation stage (Urlick & Bowers 2014). A study by Jamelaa (2012) reveals a significant correlation. Emphatically, when the leaders of an instruction display a positive attitude towards change, teachers support and are ready to implement the change. However, competence

on the part of the principals is very crucial. They must possess the Many alternatives and competing school leadership models draw on Leithwood, Jantzi, and Steinbach (2016). Distributed leadership provides the most significant contemporary example of the nature of theory in educational leadership. To what extent is theory a representation of practice (description), and to what time does it constitute advocacy, a normative perspective? Gunter (2013), for example, analyses several positions taken by writers on distributed leadership in education. These include description, defined as ‘everyday practice in schools’ and normative, ‘an imperative for practitioners.

Distributed leadership is the most recent model subject to a strongly normative approach, ‘the theory of choice for many (Lumby, 2013). As we shall see later, the idea that particular types of leadership may be advocated enthusiastically by academics, practitioners, and policy-makers is not new. Bureaucracy, collegiality, and transformational leadership are among the previously treated ideas.

During the 1990s, conceptions of leadership changed to view schools as to the units responsible for initiating change, not simply implementing externally generated change. This led to notions of transformational leadership, as principals sought to enlist support from teachers address school priorities.

Transformational leadership remains popular as it closely emphasizes vision as the central dimension of leadership. Successful leaders are expected to engage with staff to produce higher levels of commitment to achieving the goals of the organization, which, in turn, are linked to the vision. Evidence suggests that transformational leadership effectively improves student outcomes (Leithwood, 2014), but this model also has two significant limitations. First, it may be used as a vehicle for manipulating or controlling teachers required to support the leader’s ‘vision’ and aims. Second, the transformation language may be used to secure the implementation of centrally determined policies, not to identify school-level vision and goals.

Distributed leadership has become the normatively preferred leadership model in the 21st century. Leithwood et al.’s (2016) important study of the impact of school leadership led to an evidence-based claim that administration is more significant when it is widely distributed. This

finding supports the common-sense view that enhancing leadership capacity is more effective than relying only on Singular leadership. Gronn's (2011) 'hybrid' leadership model may offer the potential to harness the best of both individual and distributed approaches.

Many adjectives characterize leadership style, which often leads to confusion in determining the appropriate qualities. The transactional theory emphasizes the relationship between leaders and followers. It focuses on the mutual benefits of a "contract," which rewards the driver in exchange for employee engagement, gratitude, and loyalty. Transformational Theory: The key concept here is the role of leaders in the provision and implementation of the transformation of the organization's performance.

Transformational leadership is one of the central and most influential leadership models in education administration (Bush, 2014). The theory can be traced back to James Burns's work on political leaders. In time, the theory was extended by Bernard Bass and Bruce Avolio to describe the behaviors of business leaders.

Transformational leaders are said to focus on inspiring followers to "commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support" (Bass and Riggo, 2016, p. 4).

Educational administration scholars recognized the relevance of the theory to the contemporary challenges encountered by principals. The theory was rapidly adapted in education and embraced as an ideal model for school leadership (Leithwood, 2014).

The popularization of transformational leadership theory in educational leadership cannot be understood apart from the current, change-oriented educational policy environment, emphasizing restructuring and transformation to meet 21st-century schooling requirements (Hallinger, 2012; Leithwood, 2014). Today schools are expected to upgrade continually, and leaders play a crucial part.

With the demands of globalization in today's world, education systems need to be transformed to meet the needs of students. The education system needs to be designed to consider

the demands of the 21st century and future generations. Rapid development and technological advancement have made most advanced countries re-evaluate their education systems (Bakar, 2013).

Nonetheless, implementing these new initiatives will not materialize if the school leaders who are the change agents are incompetent and cannot effectively handle the programs. Experienced school leaders should cooperate with the government to achieve the nation's educational growth agenda. On the other hand, incompetent school leaders in leadership perform poorly in educational transformation (Yusri, 2012).

This makes quality instructional leadership essential to educational transformation. The effectiveness of education is a product of Good School Leadership Practices. These practices contribute significantly to the transformational process of every educational institution.

Instructional leadership is generally defined as the school principal's management of curriculum and instruction (Horn & Little, 2017). A study on effective school revealed that a principal's role is key to effective instructional leadership (Printy, Marks & Bowers, 2016). Given that a principal is essential to successful learning with children in low-income urban elementary schools, it is imperative that they possess qualities such as mindfulness, sincerity, and charisma (Hallinger, 2015).

The 1990s were a prosperous decade for instructional leadership, which placed a major emphasis on the principal's role. As a result of the criticism that it received, however, academics began to investigate alternative models of leadership, including transformational leadership, teacher leadership, shared leadership, and dispersed leadership (Hallinger, 2015). Instructional leadership is exclusive or inclusive (Robinson, Lloyd & Rowe, 2008). In Exclusive Instructional Leadership, the principal is the primary authority for setting school goals, supervision, and instruction (Hallinger, 2015). On the other hand, Inclusive Instructional Leadership includes other school staff and the principal.

Marks and Printy (2013) assert that a shared leadership where principals collaborate with teachers in developing curriculum and instruction to improve the academic performance of pupils.

In addition, Hallinger (2016) suggests integrating transformational leadership with instructional leadership, wherein staff are empowered and encouraged to support the principal.

It is reported by Lee, Hallinger, and Walker (2012) that policy-makers and policy practitioners consider instructional leadership as a key factor in effective schools. According to Hallinger (2016) and Hallinger and Leithwood (2014), leadership is based on effective school research, implementation of change, and school improvement. Principals lead the performance of the curriculum and encourages the adoption of a learning culture among students (Butler et al., 2015). Hoy and Hoy (2013) emphasize the importance of instructional leadership by stating that the school's main function is the teaching and learning process. Therefore, as instructional leaders, principals need to prioritize improving the quality of teaching and learning as the school's main focus.

Management competencies and Leadership skills create an essential role in different organizations. The organization aims to improve the performance of its employees further and further. They can make the differences and significance and create evaluation between average and excellent managers. Perhaps the potential power of an organization is to possess outstanding or above-average employees by eliminating average employees with continual education and developing their personality. Although there is a lot of theoretical knowledge and concepts, introducing a competency approach is not quite a simple process. At first, it means a change to improve performance across the organization. Furthermore, these facts require a difference for each employee.

In view of Cheng and Townsend (2011), for education change and effectiveness, the role of a principal is often crucial to their success. The principal is challenged to create a quality culture penetrating the institution's minor elements, processes, and systems. It is a common experience that under the same set of rules and regulations, with the same set of teaching staff and students from a similar background, an educational institution degenerates or maintains the status quo or rises to prominence with a change of principal.

Teachers' perception of principals' leadership behavior is also positively related to teachers' morale Hunter-Boykin and Evans (2015).

Luo (2014) further contended that their teachers' perceptions of principals as leaders indicate an important dimension in evaluating the leader's capacities. According to him, understanding how teachers perceive their principal's leadership capacities is significant and provides evidence for school leadership improvement.

The principal's job is creating the conditions under which that can occur (Wallace, 2013). Every leader has a vital role to play in the growth and development of their organization. Leadership in schools has been a significant cause for concern in our Philippine society and globally. Leaders are symbolically seen as bulwarks, success of their organization. Although the school comprises various leadership entities, the principal plays a dominant role, one that is inextricably linked to the school. (Manyena, 2015).

It is widely recognized its impact on student learning. Leithwood et al. (2016) widely cited report shows that 'leadership acts as a catalyst' (p.4) for beneficial effects, including pupil learning. The report also distinguishes between the impact of headteacher leadership (typically 5-7%) and total leadership (27%). This finding provides much of the empirical underpinning for the current interest in distributed leadership and the concept of leadership' density.'

Robinson's (2017) meta-analysis of published research shows that the nature of the leader's role has a significant impact on learning outcomes. Direct leader involvement in curriculum planning and professional development is associated with moderate or considerable leadership effects. 'This suggests that the closer leaders are learning, the more likely they are to make a difference to students. This finding indicates that instructional leadership effects are much greater than those of other leadership models.

Most definitions of leadership reflect the assumption that it involves a social influence by one person [or group] over other people [or groups] to structure activities and relationships in a group or organization (Yukl, 2012).

The notion of 'influence' is neutral because it does not explain or recommend what goals or actions should be pursued. However, leadership is increasingly linked with values. Leaders are expected to ground their actions in clear personal and professional values. Day, Harris, and Hadfield's (2011) research in 12 'effective' schools in England and Wales concludes that 'good

leaders are informed by and communicate clear sets of personal and educational values that represent their school's moral purposes.'

Vision has been effective leadership for over 20 years. Southworth (2013) suggests that heads are motivated to work hard 'because their leadership is the pursuit of their visions.' However, Fullan (2012) says that 'vision building is a highly sophisticated dynamic process which few organizations can sustain.' Thoonen et al. (2011) refer to the 'adverse effects of vision, which arise when principals do not involve teachers in vision building.

Several types of research attest to this. Some recent researchers have highlighted the essence of Instructional Leadership Principles in managing change (Sim, 2011). As a result, instructional leaders are considered critical contributors to the success of implementing change in schools (Sahin, 2011). Because of this, in every educational transformation, always highlighted. Wahyuni, Putrawan, and Sari (2019) report that empowering educational institutions is extremely important, especially in countries where education is lagging. This means that the role of effective instructional leadership is critical. With this, Mulyasa (2012) states that school principals play a significant role in coordinating and harmonizing educational resources in schools. Therefore, principals must have competent management and leadership skills to lead educational institutions.

The teaching quality significantly correlates with the level of instructional leadership practices in a school. Instructional leadership and teaching quality have identified a significant correlation between the 2 (Zahara & Suria, 2011). Yusri and Aziz (2014) reveal that instructional leadership has a positive relationship and contributes significantly to teachers' teaching competence. This is also supported by the study of Rahimi and Yusri (2015). According to the researchers, principals' instructional leadership contributes significantly to the teaching competence of teachers. Since teachers are the main facilitators of teaching and learning in the classroom, the quality of education can affect the learning output of students (Hallinger, 2011).

Research by Abdullah, Ali, Mydin, and Amin (2019), Zahara and Suria (2011)) also confirms that instructional leadership practices contribute to the quality of students' learning outcomes and has a more substantial influence on student learning than transformational leadership (Abdullah, Ling & Sufi, 2018). This means that instructional leadership is a significant factor in achieving school goals and improving students' learning outcomes.

Schartz, as cited by Notman (2015), named the external pressures school leaders and the school environment are confronted within which no solution is being offered, and they are as follows: (1) politically - which means new tasks, school programs, and evaluation; (2) economically - which includes stricter budget and local expenditures; (3) socially - in terms of status and image of teaching professing; (4) globally - which includes inter-schools ranking and competition; (5) educationally - which means schools efficiency; (6) didactical-methodical level - which demands dynamic teaching; and (7) multi-media level - which means a new form of communication and media.

With these, school heads' work and responsibilities become complex, and leadership and management knowledge, skills, competencies, and standards are needed. Every school that promotes lifelong learning raises student achievement, upholds high teaching standards, and advocates school improvement must be led by school heads skilled in leadership and management techniques.

The present Philippine educational system is being decentralized. Authority for making decisions for school improvement has devolved to the school level and therefore calls for school principals to be accountable for the quality of education provided in their schools. School principals play a vital role in a decentralized education system, specifically in public administrators' capacity for instructional leadership (Governance of Basic Education Act of 2001, Republic Act 9155).

On the local level, studies on Philippine school principals' leadership include, among the many, their perceived capacity for instructional leadership and its relationship with perceived effectiveness (Sindhvad, 2019); principals' perspectives on different forces that influence educational agenda (Brooks & Sutherland, 2018); principal leadership practices in areas of ethnoreligious conflict (Brooks & Brooks, 2018); and central perceptions on teacher participation in decision-making (Kuku & Taylor, 2012).

Sindhvad's (2016) study on the school principals' capacity as instructional leaders found that many principals were not prepared for their new role and function in school management in Asia. Likewise, the findings of Albano (2016), when she investigated the level of empowerment of secondary principals, found that school principals were more empowered in performing their

administrative functions than in supervisory positions. The research of Pablo (2018) on the assessment of functions of school managers revealed that school managers do not practice negative belief systems like crab mentality, bahalana system, personalan, palakasan, nepotism, and Filipino values makes us hope that, indeed, what school heads lack is identifying the critical roles and competencies in delivering their functions effectively and efficiently.

One of the things Liverman (2016) did in his research was to investigate how different leadership styles influence a business's effectiveness. The research study included participation from a large number of professionals, including medical professionals, nurses, counselors, statisticians, architects, computer specialists, and attorneys. According to Liverman's research, influential leaders are those who can effectively influence employee satisfaction and boost morale.

Machumu and Kaitila (2014) reported on how job satisfaction among teachers is influenced by leadership styles. To be more specific, their research found that democratic leadership improves staff morale and reduces feelings of isolation; consequently, it has been associated with higher levels of employee satisfaction. Additionally, by giving teachers opportunities to interact and prepare together, there was a rise in teacher confidence, employee satisfaction, and morale throughout the project. On the other hand, according to Machumu and Kaitila (2014), authoritarian leadership methods are often associated with worker dissatisfaction.

A closer investigation of the literature and research studies reveals that good performance does not just happen. It is a result of good leadership competencies and overall effective leadership. Leadership quality makes the difference between the success and failure of a school (Millette, 2018). Further, research and inspection clarify the extent to which leadership quality is crucial to improvement. In highly effective schools and schools that have reversed a trend of poor performance and declining achievement, the school leader sets the pace, leading and motivating pupils and staff to perform to their highest potential. Performance is ultimately an individual phenomenon, with environmental variables influencing performance primarily through their effects on the individual determinants of performance – ability and motivation.

The thrust of the DepEd is to empower. This major practice trend in current education reform aims to improve the quality of education services by the government, public, and private schools.

For these reasons and situations, the researcher is motivated to conduct the study to provide insights into different management areas in which head teachers are expected to know and perform as managers/leaders. The researcher also believes that, through this study, school heads aspiring to be one will reflect on the importance of understanding their roles, responsibilities, and functions across different areas of school management. To fulfill their responsibilities in the main areas of school management, which are sometimes disregarded or underperformed, this research defines the essential roles and competencies that school heads must possess to complete their tasks.

It is essential that this study be conducted in the field of education, as it contributes to expanding the current body of knowledge on leaders' capacities, administrators' managerial competence, and administrators' performance. The findings of this study will be of great use to principals in their efforts. The study is extremely important to the educational sector in which it was carried out.

Conceptual Framework

Based on the presented theories, the Input-Process-Output model was conceptualized. Figure 1 presents the schematic diagram of the study.

The input included the profiles of the head teachers and the different school leadership dimensions.

The process determined the head teachers' professional profile, assessed their school leadership competence, and compared the head teachers' school leadership competencies.

Finally, the output was the identified relationship between head teachers' profiles and their level of leadership competence.

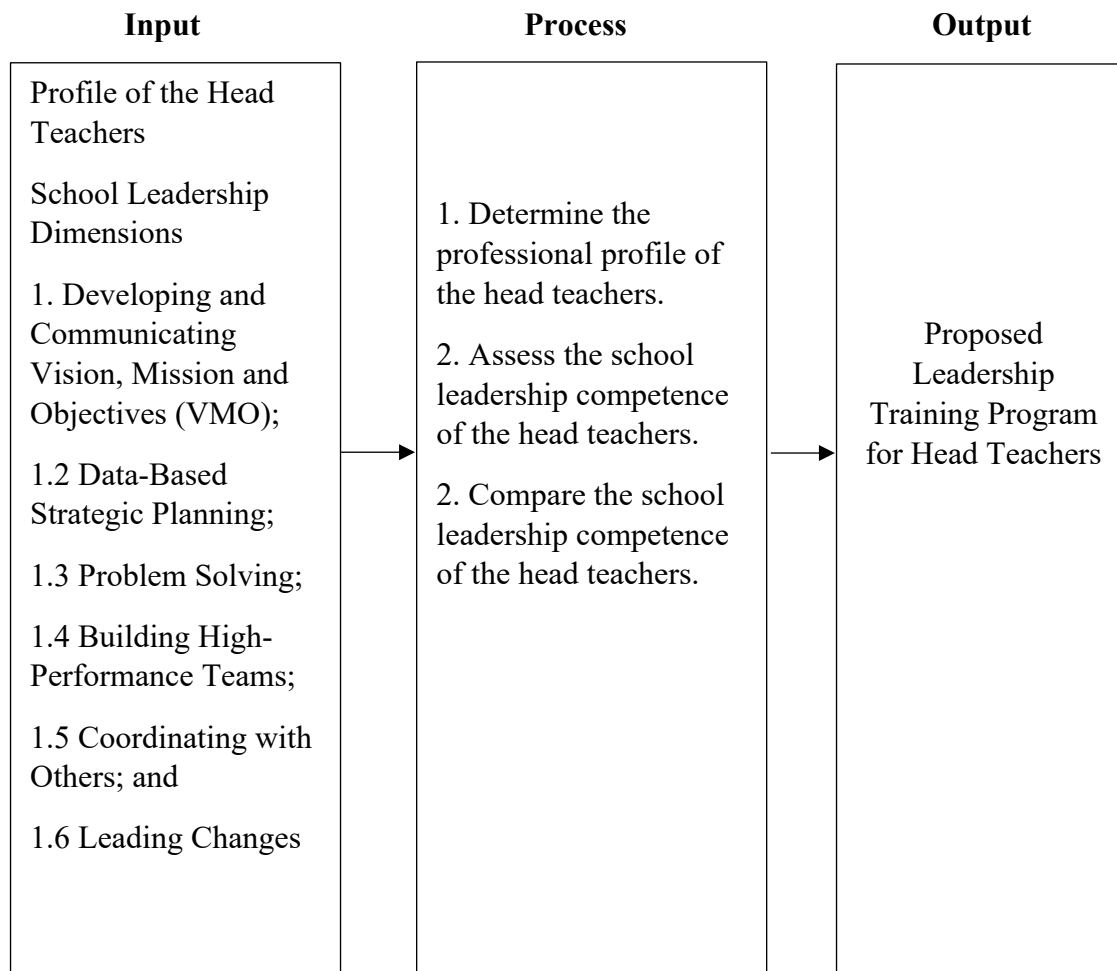


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The study described the leadership competencies of the head teachers in the North District, Division of the City of San Fernando, during the School Year 2024-2025.

Specifically, it answered the following questions:

1. How may the profile of the head teachers be described in terms of the following variables:
 - 1.1 educational attainment; and
 - 1.2 years of experience as a head teacher?
2. How do the head teachers and teachers assess the former's leadership competencies based on the Philippine Professional Standards for School Heads (PPSSH)?
3. Is there a significant difference in the level of leadership competence of the head teachers when they are grouped according to their profile?
4. Is there a significant difference between the head teachers' and teachers' assessments of the former's leadership competence?
5. What leadership development plan can be proposed based on the findings?

Hypotheses

The study was anchored on the alternative hypotheses that:

1. There is a significant difference in the level of leadership competence of the head teachers when they are grouped according to their profile.
2. There is a significant difference between the head teachers' and teachers' assessments of the formers' leadership competence.

Significance of the Study

The result of this study was beneficial for the following:

Schools Governance and Operations Division. This study provided valuable information to our Human Resources Development officers in planning appropriate competency-based training and development for our principals, thereby strengthening their school leadership and management competencies.

Head Teachers/Department Heads. In their primary task as instructional and administrative leaders, it is essential for them to obtain necessary information about their strengths and weaknesses in leadership and management competencies.

This helped design a capacity development program to improve their management competence in school governance.

Future Researchers. The study may surface other areas that may necessitate further research. The study may serve as a springboard for conducting other research related to principals' competencies.

Scope and Delimitation

The study described the leadership competencies of the head teachers in the North District, Division of the City of San Fernando, during the 2024-2025 school year. The study's respondents included the public head teachers and teachers in the said district.

Moreover, it was delimited to the following: the profile of the head teachers was described in terms of the following variables: educational attainment and years of experience as head teachers. The head teachers and teachers' assessments of the former's leadership competencies in the following aspects: Developing and Communicating Vision, Mission, and Objectives (VMO), Data-Based Strategic Planning, Problem-Solving, Building High-Performance Teams, Coordinating with Others, and Leading Change. The difference in the level of leadership competence of the school heads when they are grouped according to their profile, the difference

between the head teachers and teachers' assessments of the formers' leadership competence. Lastly, the proposed leadership training program for head teachers will be crafted based on the findings.

Definition of Terms

The terms that were used throughout this study are standard in the field of education; however, to ensure complete understanding, several definitions are provided:

Leadership Style. This refers to the leadership style, which encompasses the leader's overall pattern of actions (Newstrom & Davis, 2013).

Professional Development. This refers to enhancing and expanding staff capabilities in the workplace, outside organizations, or observing others perform the job (Business Dictionary, 2019).

Professional Development. This is giving teachers access to training and educational opportunities at work, through external organizations, or by observing others at work (Business Dictionary, 2019).

II. METHODOLOGY

This chapter elaborates on the study's research design, including the selection of respondents/critical informants, the research instruments used, the data collection process, ethical considerations, and the data analysis approach.

Research Design

This study employed a quantitative, descriptive-correlational design. This study gathered information about the prevailing conditions or situations to describe and understand them. As

Aggarwal and Philip (2008) claimed, this research method is not simply about amassing and tabulating facts, but also involves proper analysis, interpretation, comparison, and identification of trends and relationships.

This method was the most appropriate for this study, as its primary objective was to gather, collect, tabulate, and analyze data about what would be achieved in the phenomenon at the time of the study. On the other hand, the correlational aspect of the study examined whether there are relationships between the independent and dependent variables, similarities between them, or differences in their means (Waters, 2010).

Moreover, it attempted to establish whether or not there were significant relationships between the head teachers' competence and their profiles.

Additionally, a triangulation method was employed to enhance the credibility and validity of the research findings. In this context, it assessed the head teachers' leadership competence from the perspectives of both teachers and themselves.

Respondents

This study covered selected head teachers and teachers in the North District Division of the City of San Fernando. There are 9 public integrated schools in the division with a total of 72 head teachers. The headteachers were selected using the total population sampling technique since the target population is manageable.

Total population sampling is a type of purposive sampling technique where the researcher chooses to examine the entire population (i.e., the total population) with a particular set of characteristics. Meanwhile, teacher-respondents were determined using a probability sampling design. Out of 365, 188 were identified as the representative samples using the G-power software. Table 1 presents the distribution of the respondents across the head teachers and teachers.

TABLE 1
RESPONDENTS OF THE STUDY

North District	Head Teachers	Teachers	Sample
School A	8	18	9
School B	8	56	29
School C	8	37	19
School D	8	28	15
School E	8	24	12
School F	8	52	27
School G	8	37	19
School H	8	78	40
School I	8	35	18
Total	72	365	188

Instrument

The main data-gathering instrument for the study was survey questionnaires. Part I was the Profile Descriptive Form. This part of the questionnaire elicited information about the head teacher's profile. Part II consisted of questionnaire items anchored on DepEd Order No. 024, s. 2020 is the year of the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH). Domains refer to broad conceptual spheres of school leadership practices defined by specific strands. Strands are particular dimensions of practices under a domain. The PPSSH has 34 strands, each with four indicators tailored to the career stage of a given school head (Alvarez & Delavin, 2022). The researcher will administer the survey

questionnaires through Google Forms. It consisted of 5-point Likert-type indicator statements to which the respondents responded by checking the column corresponding to their responses.

Data Collection

The researcher formally requested the conduct of the research through a letter addressed to the Graduate School administrators and the Superintendent of the City of San Fernando's school division. The letter contained the formal request to conduct the study and administer the survey questionnaire to the public, integrated head teachers, and teachers of the North District.

The respondents were informed that the questionnaire would be available in Google Forms. The respondents were given ample time to answer the survey questionnaire. After the data were collected, they were organized, tallied, tabulated, statistically analyzed, and interpreted with the aid of the resident statistician.

Ethical Considerations

The researcher adhered to ethical norms throughout the study. Initially, the respondents' and key informants' consent was obtained to respect their decision to participate in the study. Additionally, the anonymity of respondents and key informants was maintained, and their individual responses were kept confidential. Finally, the data results were treated with complete objectivity, which was evidence of professional respect for the data gathered from the respondents.

Statistical Treatment

The following statistical techniques were employed to facilitate the interpretation of the data:

1. Frequency and percentage distribution to summarize the description of the profile of the respondents.

2. Weighted means to describe the level of school leadership competencies of the public head teachers as indicated in their functions on PPSSH.

Level of Leadership Competencies

Scale Value	Descriptive Rating	Range of the Weighted Means
5	Outstanding	4.50 - 5.00
4	Very Satisfactory	3.50 – 4.49
3	Satisfactory	2.50 – 3.49
2	Unsatisfactory	1.50 – 2.49
1	Poor	1.00 – 1.49

3. One-way ANOVA, to determine the significant difference in the head teachers' level of leadership competence when grouped according to their profile.

4. T-test for Independent Samples, to determine the significant differences between the head teachers and teachers' assessments of the former's leadership competence.

III. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data obtained from the questionnaires, aiming to answer the specific questions raised in Chapter 1.

1. Descriptions of the Profile of the Head Teachers

1.1 Educational attainment

Table 2 describes the educational attainment of the head teachers. Based on the data, almost half, or 41.67%, are full-fledged master's degree holders, followed by 30.56% who are currently pursuing graduate studies with master's degree units. The findings indicate that most head teachers have completed their postgraduate studies, which reflects their preparedness for leadership roles in school settings.

On the other hand, 11.11 percent of the population holds a bachelor's degree, and another 11.11 percent have earned doctoral degrees, which indicates that they have advanced their educational achievements to the highest educational level. On the other hand, merely 5.55 percent of those who participated in the survey have earned a PhD degree, which is the greatest level of educational attainment.

TABLE 2
EDUCATIONAL ATTAINMENT

Educational Attainment	Frequency (f)	Percentage (%)
Bachelor's Degree	8	11.11
With Master's Units	22	30.56
Master's Degree Graduate	30	41.67
With Doctoral Units	8	11.11
Doctorate Degree Holder	4	5.55
Total	72	100.00

1.2 Years of experience as a Head Teacher

Table 3 describes the head teachers' years of experience in the service. The findings reveal that 33.33% have 6-10 years of experience. This implies that a substantial proportion of head teachers have accumulated considerable experience in school leadership, which enables them to develop supervisory and management skills.

Similarly, 25% of them have 1-5 years of experience, denoting that a significant number of head teachers are beginning and emerging in their leadership responsibilities.

Meanwhile, 23.61% have 11-15 years of experience, followed by 12.50% with 16-20 years of experience, and 5.56% with 21 years or more of experience. This signals a combination of veteran school leaders and seasoned head teachers developing leadership skills to manage and lead instructional programs.

TABLE 3
YEARS OF EXPERIENCE AS A HEAD TEACHER

Years of Experience	Frequency (f)	Percentage (%)
1–5 years	18	25.00
6–10 years	24	33.33
11–15 years	17	23.61
16–20 years	9	12.50
21 years and above	4	5.56
Total	72	100.00

2. Descriptions of Head Teachers and Teachers' Assessments of The Formers' Leadership Competencies

Table 4 presents a comparative assessment of head teachers and teachers regarding the latter's leadership competencies across several leadership domains. In general, the head teachers assessed their leadership competencies as "very high," as indicated by a composite mean of 4.47, whereas the teachers rated these competencies as "high," with a grand mean of 4.19. The findings denote that the head teachers perceived themselves as highly competent leaders, while teachers rated them lower, although they recognized leadership practices.

In the domain of leading strategically, head teachers rated all indicators as a "very high" level of leadership skills. Both head teachers and teachers rated the statement "develop a clear school vision and mission" received the highest weighted mean score of 4.52 and 4.28, respectively. This means that the head teachers view themselves as strategic leaders who can set direction and predict future challenges.

For leading instructional excellence, the head teachers also rated all indicators as a "very high" level of leadership competence. The statement "promote high standards for teaching and learning" registered the highest mean score of 4.56, reflecting confidence in their designation as instructional leaders. Conversely, teachers rated "very high" on the promotion of high standards, as supported by the mean score of 4.32, while two indicators were rated as "high." This suggests that teachers desire more consistent monitoring and more professional development opportunities.

In leading for equity and inclusiveness, head teachers rated all indicators as "very high" in leadership competence. This outlines their leadership commitment to inclusive education. Similarly, teachers rated the statement "promotion of inclusive environment and equal access to learning opportunities" as "very high," as reflected in the mean score of 4.30. However, the statement "addressing the needs of marginalized learners" received the lowest weighted mean of 4.05. The findings indicate that teachers may perceive challenges in translating inclusive practices into classroom-level interventions.

In leading for community engagement, head teachers scored all indicators as "very high" leadership competence. This shows that the head teachers are confident in involving parents and

other stakeholders in the programs and projects. Meanwhile, teachers rated the statement “communication and partnership-building ” as “very high,” as reflected in the mean score of 4.29; however, the involvement of the community in school activities was rated “high.” Although communication with stakeholders is effective, there is a need to encourage optimal community participation in school programs.

In leading for resource management and operations, head teachers consistently scored this area as “very high”. To be specific, the statement “demonstrate integrity and ethical behavior” gained the highest mean score of 4.62, highlighting the importance of ethical leadership and responsible resource management. On the other hand, teachers also rated the statement “integrity and ensure a safe environment” to a “very high”, while the rest of the indicators were rated “high.” It can be noted that although teachers recognized the value of ethical leadership, this must be translated to a greater transparency and inclusivity in any resource-related decisions.

In the sphere of data-driven decision-making, head teachers graded all indicators as “very high,” highlighting their certainty in using data to inform school decisions. In contrast, teachers rated all these indicators as “high,” suggesting that they may not appreciate the consistency of data-driven decision-making in instructional and organizational management.

TABLE 4
DESCRIPTIONS OF HEAD TEACHERS AND TEACHERS’ ASSESSMENTS OF THE FORMERS’ LEADERSHIP COMPETENCIES

Domain / Statement	Head Teachers Mean	SD	DR	Teachers Mean	SD	DR
Domain 1: Leading Strategically						
1. Develop a clear vision and mission for the school	4.52	0.48	Very High	4.28	0.56	Very High

2. Set long-term goals and strategies	4.47	0.51	Very High	4.21	0.60	Very High
3. Anticipate future trends and prepare for change	4.38	0.55	Very High	4.12	0.63	High
Domain 2: Leading for Instructional Excellence						
4. Promote high standards for teaching and learning	4.56	0.45	Very High	4.32	0.54	Very High
5. Ensure access to professional development	4.49	0.50	Very High	4.18	0.61	High
6. Monitor and evaluate instructional practices	4.41	0.52	Very High	4.10	0.64	High
Domain 3: Leading for Equity and Inclusiveness						
7. Promote an inclusive and respectful environment	4.53	0.47	Very High	4.30	0.55	Very High
8. Ensure equal access to learning opportunities	4.46	0.49	Very High	4.22	0.58	Very High

9. Address needs of marginalized learners	4.34	0.57	Very High	4.05	0.66	High
---	------	------	-----------	------	------	------

Domain 4: Leading for Community Engagement

10. Involve community in school activities	4.40	0.54	Very High	4.15	0.62	High
--	------	------	-----------	------	------	------

11. Build partnerships with parents and stakeholders	4.44	0.52	Very High	4.20	0.60	Very High
--	------	------	-----------	------	------	-----------

12. Communicate effectively with the school community	4.51	0.46	Very High	4.29	0.55	Very High
---	------	------	-----------	------	------	-----------

Domain 5: Leading for Resource Management & Operations

13. Manage school resources efficiently	4.48	0.50	Very High	4.17	0.61	High
---	------	------	-----------	------	------	------

14. Ensure a safe and conducive environment	4.55	0.44	Very High	4.33	0.53	Very High
---	------	------	-----------	------	------	-----------

15. Allocate resources equitably	4.36	0.56	Very High	4.08	0.65	High
----------------------------------	------	------	-----------	------	------	------

16. Demonstrate integrity and ethical behavior	4.62	0.41	Very High	4.40	0.51	Very High
--	------	------	-----------	------	------	-----------

17. Seek continuous professional development	4.50	0.48	Very High	4.19	0.60	High
18. Reflect and improve leadership practices	4.46	0.51	Very High	4.16	0.62	High
Domain 7: Leading for Data-Driven Decision Making						
19. Use data to inform decisions	4.39	0.55	Very High	4.09	0.64	High
20. Collect and analyze data regularly	4.35	0.57	Very High	4.04	0.66	High
Grand Mean	4.47	0.51	Very High	4.19	0.60	High

3. Difference in the Level of Leadership Competence of the Head Teachers When They are Grouped according to Their Profiles

3.1. Leadership Competence vs Educational Attainment

Table 5 presents the results of the Analysis of Variance (ANOVA) to determine the differences in leadership competence levels when grouped by professional profile. Based on the table, there is no significant difference in the leadership competence of the head teachers when grouped according to their educational attainment, as revealed by the computed F-value of 1.87 with a p-value of 0.125, which is greater than the significance interval at 0.05. This means that the leadership competence among head teachers does not significantly vary whether they hold bachelor's degrees or even doctoral degrees. While professional development, such as attending

postgraduate education, may contribute to theoretical leadership perspectives, it does not guarantee significant improvement in leadership practices. The results of the study are supported by Bush (2020), who argued that effective school leadership is significantly influenced by contextual experience and practice rather than formal academic training. Similarly, Gurr and Drysdale (2021) asserted that postgraduate education improves leadership awareness but does not necessarily predict higher leadership performance unless complemented by practical leadership experience.

3.2 Leadership Competence vs Years of Experience

In terms of leadership competence and years of experience, the data reveal a significant difference between the school heads' leadership competence and years of experience, as evidenced by an F-value of 3.42 with a probability value of 0.013, which is lower than the significance level of 0.05. The findings denote that the leadership competence of the head teachers significantly improves as they gain more experience in their leadership roles. The findings are consistent with Leithwood et al. (2020), who underscored that leadership expertise develops through experience. Similarly, Santos and De Guzman (2021) observed that school heads with greater administrative experience demonstrated greater leadership competence. Moreover, current research in the Philippines confirms that leadership ability is influenced by professional standards and contextual experience.

Mojica (2024) underscored that school heads should continue to empower themselves for better leadership and management competency especially on the PPSSH and evidence-based school management. This is an indication that years of experience contribute to deepening of practical knowledge, professional confidence and competence in the performance of school leadership functions.

TABLE 5
DIFFERENCE IN THE LEVEL OF LEADERSHIP COMPETENCE OF THE HEAD TEACHERS WHEN THEY ARE GROUPED ACCORDING TO THEIR PROFILES

Profile Variable	Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Decision	Interpretation
Educational Attainment	Between Groups	1.284	4	0.321	1.87	0.125	Fail to Reject Ho	Not Significant
	Within Groups	11.493	67	0.171				
	Total	12.777	71					
Years of Experience as Head Teacher	Between Groups	2.146	4	0.537	3.42	0.013	Reject Ho	Significant
	Within Groups	10.631	67	0.159				
	Total	12.777	71					

4. Difference between the Head Teachers' and Teachers' Assessments of the Formers' Leadership Competence

The findings of the t-test study are presented in Table 6. The purpose of the study was to determine whether or not there were differences in the assessments of leadership competency made by head teachers and teachers. A computed t-value of 3.12 and a p-value of 0.002 demonstrate that there is a substantial difference between the head teachers' and teachers' evaluations of the former's leadership competency. This is proven by the fact that the head teachers' evaluations are significantly different from those of their teachers. Teachers evaluate leadership based on daily interactions, instructional support, and observable leadership practices within the school, whereas head teachers evaluate leadership based on planning and decision-making responsibilities. This difference may be influenced by variations in professional roles and perspectives, as head teachers evaluate leadership based on these responsibilities.

The self-assessment of school leaders may be influenced by leadership objectives and compliance with policy, according to Hallinger (2021). On the other hand, teachers' assessments are more based on observable leadership actions and classroom-level assistance. During their research, De Guzman and Rivera (2022) found a significant gap between school administrators' and teachers' perceptions of leadership effectiveness. This conclusion demonstrates the need for introspective leadership strategies. As an additional point of interest, the Organization for Economic Co-operation and Development (OECD) (2023) emphasized the fact that the effectiveness of leadership is improved when school leaders actively seek out and include the feedback of teachers in the decision-making processes.

TABLE 6
DIFFERENCE BETWEEN THE HEAD TEACHERS' AND TEACHERS'
ASSESSMENTS OF THE FORMERS' LEADERSHIP COMPETENCE

Respondent Group	Mean	SD	Mean Difference	t-value	p-value	Decision	Interpretation
Head Teachers	4.47	0.51	0.28	3.12	0.002	Reject Ho	Significant
Teachers	4.19	0.60					

5. Proposed Leadership Development Plan

Project Title: Project L.E.A.D.E.R.S.

(Leadership Enhancement and Development for Effective, Responsive, and Shared School Leadership)

I. Rationale

Head teachers demonstrated a high level of leadership competence across all domains, while teachers' assessments revealed several indicators with comparatively lower mean scores. This perceptual gap exists between these two groups, pointing to opportunities to strengthen leadership practices and narrow the gap between head teachers and teachers, ensuring that leadership practices are equally experienced at the classroom level. This Leadership Development Plan addresses the specific development areas identified by the teacher respondents while maintaining a high level of leadership competence.

II. Leadership Development Plan Matrix

Key Result Area	Specific Objective	Strategies / Activities	Persons Involved	Time Frame	Success Indicators
Strategic Leadership	Enhance future-ready leadership skills	• Conduct leadership foresight and school planning workshops	Head Teachers, Supervisors	Q1	Improved school improvement plans aligned with future needs

		• Scenario-based leadership planning sessions			
Instructional Monitoring	Strengthen classroom monitoring and feedback	• Regular instructional walkthroughs • Coaching-based observation conferences	Head Teachers, Master Teachers	Q1–Q4	Increased quality of instructional feedback
Professional Development Access	Improve teachers' access to relevant PD	• School-based INSET and LAC planning • Individual professional development plans	Head Teachers, Teachers	Q1–Q4	Increased participation in PD activities
Equity & Inclusion	Address the needs of marginalized learners	• Training on inclusive education and differentiated leadership	Head Teachers, Teachers	Q2	Improved support programs for marginalized learners

		• Learner profiling and intervention mapping			
Community Engagement	Strengthen community participation	• Community forums and partnership meetings • Parent-school collaborative projects	Head Teachers, PTA, LGU	Q2–Q4	Increased community involvement in school programs
Resource Management	Promote transparency and equity in resource use	• Resource allocation consultations • Transparent reporting of school resources	Head Teachers, School Committees	Q1–Q3	Improved trust and transparency
Reflective Leadership	Improve reflective and shared leadership practices	• Leadership reflection journals • Peer coaching and mentoring sessions	Head Teachers	Quarterly	Documented leadership improvements

Continuous Leadership Development	Sustain leadership growth	• Enrollment in leadership courses • Participation in leadership learning communities	Head Teachers	Year-round	Continuous professional growth
Data-Driven Decision-Making	Enhance the use of school data	• Data analysis workshops • Regular presentation of data-based decisions	Head Teachers, Teachers	Q1–Q4	Decisions grounded in school data

III. Monitoring and Evaluation Plan

Indicator	Tool	Responsible Persons	Schedule
Improvement in instructional monitoring	Observation tools, coaching logs	School Heads, Supervisors	Quarterly
Inclusiveness of leadership practices	Teacher feedback survey	School Heads	Semi-annual
Use of data in decision-making	School reports, action plans	School Heads	Quarterly
Community engagement level	Attendance records, MOUs	School Heads	Annual

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions drawn, and recommendations offered.

Summary of Findings

Based on the analysis and interpretation of data, the following were the summary of findings:

1. The majority of the head teachers hold master's degrees and are pursuing graduate studies, with a large group having served as head teachers for 6-10 years.
2. The head teachers possessed a high level of leadership competence across all leadership domains, as assessed by both themselves and their teachers.
3. There was no significant difference in the leadership competence of the head teachers when they were grouped based on their educational qualifications. Conversely, there was a significant difference in their leadership competence when head teachers were grouped according to their length of experience.
4. There was a significant difference in the leadership competence assessments between the head teachers and teachers, as head teachers rated higher than the teachers.
5. The Leadership Development Plan addresses the specific areas for development identified by the teacher respondents while maintaining a high level of leadership competence.

Conclusions

Based on the summary of findings, the following conclusions were drawn:

1. The head teachers are academically qualified to perform supervisory functions because they possess a high level of educational qualifications. Likewise, they have a balanced distribution of leadership experience, combining seasoned and emerging head teachers.
2. The head teachers demonstrate strong leadership skills across all leadership domains, and this effectiveness is recognized by themselves and the teachers they lead.
3. Educational attainment alone does not significantly differentiate leadership competence levels, whereas years of experience as head teachers are a significant predictor of leadership competence.
4. The disparity in leadership competence assessments between head teachers and teachers necessitates the importance of collaboration and constant communication.
5. The Leadership Development Plan aims to strengthen leadership practices to narrow the gap between head teachers and teachers, ensuring that leadership practices are co-equally experienced at the classroom level.

Recommendations

Given the preceding conclusions, the following recommendations are offered:

1. School Heads are encouraged to optimize the leadership potential of their head teachers by delegating leadership roles through various programs and projects of the school. At the same time, head teachers pursuing their graduate studies

are encouraged to apply their education by integrating theoretical knowledge into practice through action research or instructional leadership initiatives.

2. Head Teachers may need to sustain and intensify their leadership practices by engaging in continuous professional development activities that focus on emerging leadership challenges.
3. Since experience is a strong predictor of leadership competence, School heads may promote leadership development programs that focus on experiential learning, including mentoring and coaching.
4. Head Teachers may establish regular feedback with teachers and promote collaboration through planned meetings and dialogues to better align leadership intentions. Likewise, promoting shared leadership through teacher participation in decision-making may eliminate the perceptual gaps between head teachers and teachers.
5. The Proposed Leadership Development Plan may be integrated into the school improvement plan for sustainability. This necessitates monitoring and feedback to ensure its effectiveness.
6. Future researchers are encouraged to conduct qualitative or mixed research to uncover how leadership competence evolves over time. At the same time, additional variables such as leadership styles, organizational culture in the school context can also be investigated.

REFERENCES

- [1.] Abdullah, A. G. K., Ali, A. J., Mydin, A., Aiza, N., & Amin, Z. (2019). Exploring the Capacity of Middle Managers as Instructional Leaders to Lead Transformations of Teaching and Learning in Malaysian High-Performing Schools. *International Journal of Academic Research in Business and Social Sciences*, 9(3).
- [2.] Abubakar, A. (2013). Role of social studies education in national development in Nigeria. *Academic Journal of Interdisciplinary Studies*, 2(6), 23. Doi:10.5901/ajis.2013.v2n6p23
- [3.] Albano, M. R. (2016). Principal empowerment in public schools: Basis for the development of a primer. Doctoral Dissertation, *Philippine Normal University, Manila*
- [4.] Bass, B. M. & Riggio, R. E. (2016). *Transformational Leadership*, Psychology Press.
- [5.] Brooks, M. & Brooks, J. (2018). Culturally (ir)relevant school leadership: Ethno-religious conflict and school administration in the Philippines. *International Journal of Leadership in Education*. DOI: 10.1080/13603124.2018.1503819
- [6.] Bush, T. (2020). School leadership and management in international contexts: Theories and practices. *Educational Management Administration & Leadership*, 48(2), 193–206. <https://doi.org/10.1177/1741143219891605>
- [7.] Bush, T. (2014). “Instructional and transformational leadership: Alternative and complementary models?”, *Educational Management Administration and Leadership*, Vol. 42 No. 4, pp. 443–444.
- [8.] Butler, D. L., Schnellert, L., & MacNeil, K. (2015). Collaborative inquiry and distributed agency in educational change: A case study of a multi-level community of inquiry. *Journal of Educational Change*, 16(1), 1-26. <https://link.springer.com/article/10.1007/s10833-014-9227-z>

-
- [9.] Day, C., Harris, A., & Hadfield, M. (2011) ‘Challenging the orthodoxy of effective school leadership’, *International Journal of Leadership in Education*, 4 (1): 39–56.
- [10.] Fullan, M. (2012). *Successful School Improvement*, Buckingham: *Open University Press*.
- [11.] Gronn, P. (2011). ‘Where to next for educational leadership?’, in Bush, T., Bell, L. and Middlewood, D. (Eds.), *The Principles of Educational Leadership and Management*, London, Sage.
- [12.] Gunter, H. (2013). ‘Distributed Leadership: A Study in Knowledge Production *Educational Management, Administration and Leadership*, 41 (5): 000–000.
- [13.] Gurr, D., & Drysdale, L. (2021). Educational leadership and the challenge of improving schools. *School Leadership & Management*, 41(4–5), 319–337.
<https://doi.org/10.1080/13632434.2021.1913257>
- [14.] Hallinger, P. (2015). The evolution of instructional leadership in assessing instructional leadership with the principal instructional management rating scale (pp. 1–23). *Springer, Cham*. https://link.springer.com/chapter/10.1007/978-3-319-15533-3_1
- [15.] Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *The Elementary School Journal*, 86(2), 217–247.
<http://dx.doi.org/10.1086/461445>
- [16.] Hallinger, P., & Walker, A. (2017). Leading learning in Asia—emerging empirical insights from five societies. *Journal of Educational Administration*. <https://doi.org/10.1108/JEA-02-2017-0015>
- [17.] Harris, A. (2014). ‘Distributed leadership in schools: leading or misleading?’ *Educational Management, Administration and Leadership*, 32 (1): 11–24.
- [18.] Horn, I. S., & Little, J. W. (2017). Attending to problems of practice: Routines and Resources for professional learning in teachers’ workplace interactions. *American Educational Research Journal*, 47(1), 181–217. <https://doi.org/10.3102/0002831209345158>
-

-
- [19.] Hoy, A. W., Hoy, W. K., & Hoy, A. W. (2013). *Instructional leadership: A learning-centered guide*. Boston, MA: Allyn and Bacon. <https://wps.ablongman.com>
- [20.] Kursunoglu, A., & Tanriogen, A. (2019). The relationship between teachers' perceptions of instructional leadership behaviors of their principals and teachers' attitudes towards change. *Procedia-Social and Behavioral Sciences*, 1(1), 252-258. <https://doi.org/10.1016/j.sbspro.2009.01.046>
- [21.] Jamelaa B., A. (2012). *Instructional Leadership Practice and Principals' Attitudes on Change in Secondary Schools in Pahang. Unpublished PhD thesis, Universiti Kebangsaan Malaysia.*
- [22.] Jooste, H. (2018). *Management and leadership in rural secondary schools in Mpumalanga, Africa.*
- [23.] Kuku, S. M. & Taylor, J. W. V. (2012). Teacher Participating in Decision Making: A Comparative Study of School Leader and Teacher Perceptions in North Philippine Academies. *International Forum*, 5(1): 19-46.
- [24.] Lee, M., Hallinger, P., & Walker, A. (2012). A distributed perspective on instructional leadership in International Baccalaureate (IB) schools. *Educational Administration Quarterly*, 48(4), 664-698. <https://doi.org/>
- [25.] Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- [26.] Leithwood, K. (2014). 'Leadership for school restructuring', *Educational Administration Quarterly*, 30 (4): 498–518.
- [27.] Leithwood, K., Jantzi, D., & Steinbach, R. (2016). *Changing Leadership for Changing Times*. Buckingham: *Open University Press*.
- [28.] Leithwood, K., Day, C., Sammons, P., Harris, A. & Hopkins, D. (2016). *Seven Strong Claims about Successful School Leadership*, London, DfES.
-

-
- [29.] Liverman, P. (2016). How leadership styles affect the success of an organization (Unpublished doctoral dissertation). *Cambridge College, Cambridge, MA.*
- [30.] Lumby, J. (2013). ‘Collective leadership of local school systems: power, autonomy and ethics’, *Educational Management, Administration and Leadership*, 37 (3): 310–328.
- [31.] Lunenburg, F. C. (2015). *The management functions of principals*. National Forum on *Educational and Supervisory Journal*, Vol. 25. <http://www.nymfj.org>
- [32.] Machumu, H., & Kaitila, M. (2014). Influence of leadership styles on teachers’ jobs Satisfaction: A case of selected primary schools in Songea in Morogoro District, Tanzania. *International Journal of Education Administration and Policy Studies*, 6(4), 53-61. doi:10.5897/IJEAPS12.036
- [33.] Malasa, D. (2017). *Thesis on effective school leadership*. New Zealand: <http://waikato.researchgateway.ac.nz>
- [34.] Manyena, B.P. (2015). “Government’ to ‘governance”. *Journal of Disaster Risk Studies*, vol. 7, No. 1, Nov. 2015.
- [35.] Mulyasa K. (2012). *Principal Management and Leadership*. Jakarta: Earth Literacy.
- [36.] Notman, G. R. (2015). *The principal a person: A study of values in secondary school leadership*. http://www.02_whole.pdf
- [37.] Pablo, J. (2018). Development and validation of a culture-bound instrument to assess the school-based management functions of public elementary school managers. Unpublished Master’s Thesis, *Philippine Normal University*.
- [38.] Printy, S. M., Marks, H. M., & Bowers, A. J. (2016). Integrated leadership: How principals and teachers share transformational and instructional influence. *Journal of School Leadership*, 19(5), 504–532. <https://doi.org/10.1177/105268460901900501>
- [39.] Rahimi, M., Y., & Yusri, M (2015). Virtual instructional contributions to the teacher teaching competence. *E-Proceedings of the International Conference on Social Science Research*.
-

-
- [40.] Robinson, V. (2017). *School Leadership and Student Outcomes: Identifying What Works and Why*, Winmalee, New South Wales, Australian Council of Leaders.
- [41.] Sahin, S. (2011). The Relationship between Instructional Leadership Style and School Culture (Izmir Case). *Educational Sciences: Theory and Practice*, 11(4), 1920-1927.
<https://files.eric.ed.gov/fulltext/EJ962681.pdf>
- [42.] Santos, M. A., & De Guzmán, A. B. (2021). Leadership competence and administrative performance of school heads in public secondary schools. *Philippine Journal of Educational Leadership*, 9(1), 45–61.
- [43.] Sindhvad, S. P. (2019). School Principals as Instructional Leaders: An Investigation of School Leadership Capacity in the Philippines (Doctoral dissertation). *University of Minnesota*.
- [44.] Sim, Q. C. (2011). Instructional leadership among principals of secondary schools in Malaysia. *Educational Research*, 2(12), 1784-1800 <https://semanticscholar.org>
- [45.] Southworth, G. (2012). Instructional leadership in schools: Reflections and empirical evidence. *School Leadership & Management*, 22(1), 73–91.
<http://dx.doi.org/10.1080/13632430220143042>
- [46.] Southworth, G. (2013). ‘School leadership and school development: reflections from research’, *School Organisation*, 12 (2): 73–87.
- [47.] Thoonen, E., Slegers, P., Oort, F., Thea, T.D., Peetsma, T., Femke, P. and Geijssel, P. (2011), ‘How to improve teaching practices: The role of teacher motivation, organizational factors and leadership practices’, *Educational Administration Quarterly*, 47 (3): 496-536.
- [48.] Urick, A., & Bowers, A. J. (2014). The impact of principal perception on student academic climate and achievement in high school: how does it measure up? *Journal of School Leadership*, 24(2), 386–414.<https://doi.org/>
- [49.] Wahyuni, N. S., Putrawan, I. M., & Sari, E. *The Effect of Instructional Leadership and Persistence on Task Performance*. DOI: 10.5281/zenodo.3464986
-

-
- [50.] Wallace, L.A. (2013). *The Wallace Foundation," The principal as leader: An overview – The school principal as leader: guiding schools to better teaching and learning*. New York City, 2013, pp.4–5.
- [51.] Yukl, G.A. (2012). *Leadership in Organizations*, 5th edn, Upper Saddle River, NJ: Prentice-Hall.
- [52.] Yusri M., & Aziz I., A. (2014). Leadership models of teaching, leadership, and competency in teacher teaching. *Asia Pacific Curriculum & Travel Journal*, (1), 11–25.