

Principals' Leadership Skills and Responsibilities to Teachers' Behavioral Competence in Public Elementary Schools

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Abstract

This study aimed to explore the relationship between the leadership skills and responsibilities of school heads and the behavioral competence of teachers. The data were collected through a survey from a sample of school heads and teachers. The results indicated that the emerging leadership skills, including decision-making, relationship-building, and team leadership, were perceived as strongly agreeable and highly competent by the respondents. Similarly, the senior leadership skills of effective communication, personal productivity, and coaching and mentoring were also evaluated as strongly agreeable and highly competent.

Furthermore, the leadership responsibilities of creating a vision, creating an organization, and motivating the team were deemed strongly agreeable and highly competent by the participants. Regarding the behavioral competence of teachers, attributes such as physical attributes, emotional intelligence, community relations, and instructional management were perceived as strongly agreeable and highly competent.

The study revealed significant correlations between the perceived leadership skills of school heads and the behavioral competence of teachers. All leadership skills, including decision-making, relationship building, team leadership, communication, personal productivity, and coaching and mentoring, showed significant relationships with the behavioral competence variables such as physical attributes, emotional intelligence, community relations, and instructional management.

These findings emphasize the importance of effective leadership skills and the responsibilities of school heads in promoting teachers' behavioral competence. School leaders who exhibit these skills and fulfill their responsibilities are more likely to create a positive and competent teaching environment.

KEYWORDS: Leadership Skills, Emerging Leadership Skills, Senior Leaders, *Principals' Responsibilities,*

Teachers' Behavioral Competence

1. Introduction

A leader is someone who is in charge, has the ability to make decisions, and has the authority to carry those decisions out. A school principal's leadership skills are recognized as the backbone of the school

organization's success. School Leaders significantly improve their teachers' the schools performance. It is said that leadership is about how a leader demonstrates his or her understanding of the importance of the people he or she leads, not about the importance of being the leader. Armstrong's Handbook of Strategic Human Resource Management is about caring for and leading people in order for them to be productive, motivated, and eager to achieve well, live better lives, and help others do the same. Michael Armstrong (2011) provides one example. On a daily basis, school principals are faced with a large variety of obligations (Sheninger, 2011). In addition to routine administrative duties such as class observations, addressing parents' and teachers' concerns, resolving discipline issues, and others, effective school leaders recognize that their leadership style is directly related to the culture and climate of their school (Whitaker, 2012). Additionally, much research has demonstrated that teachers' confidence is affected by leadership style (Mason, 2007). Boosts of confidence are beneficial to teachers, administrators, and students

According to Kouzes and Posner (2013), leadership behaviors can be organized by practice, which includes modeling the way by setting personal examples, inspiring a shared vision by discussing future goals, challenging the process by being willing to try new techniques, enabling others to act by allowing people to make choices and encouraging the heart by praising people for a job well done.

1.1 Back ground of the Study

All educators take on leadership roles. Teachers are classroom leaders. Principals serve as the school's leaders. Every teacher and administrator plays an important role in the school's leadership. A principle is a school's top leader. A great leader always sets a good example. A principal should be upbeat and energetic, manage the school's day-to-day operations, and listen to what people have to say. Teachers, employees, parents, students, and members of the community may all benefit from a good leader. He maintains his cool in stressful situations, thinks before acting, and prioritizes the requirements of the school. Even if it isn't part of his regular routine, a good principle will step up to fill in gaps when needed. The principal's responsibilities include leadership, teacher assessment, and student discipline. Being a successful principal is difficult and time-consuming. Joo (2018) investigated the relationship between administrators' leadership abilities and responsibilities and teachers' behavioral competency in public elementary schools. The study revealed that administrators' leadership qualities, such as communication, decision-making, and problem-solving, had a significant impact on teachers' behavioral competency. Furthermore, the study revealed that administrators' responsibilities, such as providing feedback and support, recognizing teachers' accomplishments, and fostering collaboration, positively improved instructors' behavioral competency. A good principal is balanced in all of her tasks and works hard to achieve what she believes is best for all stakeholders. Every principal has significant time constraints. Prioritization, scheduling, and organization are all skills that a principal should understand.. Now that the generation is much more different than older generations handled by the school administration, it is important to take note of the leadership skills and responsibilities that the administration must have to produce 21st Century learners who can be leaders in the future. In this study, public elementary school principals are the target subjects since this type of leadership position has a crucial role in leading a school. The skills and responsibilities they possess will be examined to see their influence on the behavioral competence of public elementary school teachers. With this thorough observation and conclusions made from the study, it will benefit the administration of education in San Pablo City, most especially elementary public schools. As mentioned by Lilia P. Peregrino, et al, (2021) in their study School heads play a vital role in ensuring the quality of education delivered by the school. They function as an educational leader, facilitator, and manager, guiding and managing high-quality instructional methods. School heads are responsible for ensuring that everyone in the school works successfully, efficiently, and cooperatively, and that all aspects are in place. Similarly, good school leaders are outstanding educators who focus their efforts on core concerns such as learning, teaching, and continual school development. In the realm of education, management styles

such as directive, supporting, participatory, achievement-oriented, or a combination of these, are most appropriate for implementation. According to Buckridge and Guest (2007), as cited by Shonubi (2012), effective school leaders appear to be distinguished by the completion of leadership and management tasks that are positively related to student learning achievements, such as a focus on fundamental subjects, the creation of an orderly environment and a learning climate, and the implementation of an environment for learning that emphasizes instructional program coordination, supervising and supporting students. As organizations have changed, so have expectations and schools. Along with those given concepts about the leadership skills and responsibilities of a school head, the researcher would like to prove and examine how school principals in the Lakeside district in the division of schools in San Pablo City take leadership skills and responsibilities being practiced by each one of them as perceived by the teacher respondents.

1.2. Theoretical Framework

This study will anchor on the person-environment. According to Rowland (2008:11), there are 4 situational approaches: the path-goal leadership theory, Fiedler's contingency theory, Hersey and Blanchard's theory of situational leadership, and lastly, the leader-member exchange theory. House (1996:323-352) talks about how the role of leadership according to the path-goal leadership theory is "to provide the necessary information, support, and resources, over those provided by the formal institution or the subordinate's environment, to ensure both subordinate satisfaction and effective performance". One of the main reasons why the path-goal leadership theory who be used in this research is that it gives a framework for leaders to lead those who engage in the teaching and learning process with different qualification levels, experience, and cultures in schools using any or some of the leadership skills and responsibilities of the path-goal leadership styles. According to the path-goal theory of leadership, a leader's traits and behaviors can have a direct impact on the satisfaction, motivation, and performance of their team members. In other words, a leader's ability to promote their subordinates' contentment, goals, and skills determines their success. In 1971, Robert House introduced the Path-Goal theory, his version of a contingent theory of leadership. According to House's theory, leaders' behavior is determined by their subordinates' satisfaction, motivation, and performance. According to House, the leader's goal is to help followers identify their personal goals as well as the organization's goals and find the path that will best help them achieve both. Because people's motivations and goals vary, leaders must adapt their approach to the situation. The path-goal theory is best understood as a process in which leaders select specific behaviors that are best suited to the employees' needs and the working environment in order to best guide the employees through their path in obtaining their daily work activities.

1.2 Findings

These tables present the findings of this study with their corresponding interpretations. The data are analyzed and interpreted so that conclusions and recommendations can be drawn from the results of the study.

Table 1 Profile of the Respondents

AGE	21-25	-	-	
	26-30	17	14.5	
	31-35	17	14.5	
	36-40	19	16.2	
	41-45	25	21.4	
	46-50	26	22.2	
	51-55	7	6.0	
	56-60	6	5.1	
	61-64	-	-	
TOTAL		117	100.0	
GENDER	Female	15	12.8	
	Male	102	87.2	
	TOTAL	117	---	100.0
CIVIL STATUS	Single	21	17.9	
	Married	93	79.5	
	Widow/er	3	2.6	
	TOTAL	117	---	100.0
HIGHEST EDUCATIONAL ATTAINMENT	Bachelor's Degree	26	22.2	
	Bachelor's Degree with MA Units	56	47.9	
	Master's Degree	30	25.6	
	Master's Degree with Doctoral Units	5	4.3	
	Doctorate Degree H	-	-	
TOTAL		117	---	100.0
LENGTH IN SERVICE	0-5 years	23	19.7	
	6-10 years	18	15.4	
	11-15 years	24	20.5	
	16-20 years	19	16.2	
	21 and above	33	28.2	
TOTAL		117	---	100.0

These profiles provide information about the composition of the respondents in terms of age, gender, civil status, educational attainment, and length of service.

2.How the respondents perceive the leadership skills of the school head in terms of:

2.1 Emerging Leadership Skills:

2.1.1 Decision-Making;

Table 2. Perceived Emerging Leadership Skills as to Decision-Making

Indicators	Mean	SD	Interpretation
My school head/principal...			
1. gather data for informed decision	4.61	0.71	Strongly Agree
2. process information about the issue to be decided.	4.62	0.67	Strongly Agree
3. involves team members for the shared decision-making	4.60	0.71	Strongly Agree
4. monitor the phases of the decision process	4.64	0.69	Strongly Agree
5. generate and control emotions throughout the decision-making process.	4.50	0.76	Strongly Agree
Overall	4.59	0.66	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Competent, 3.50-4.49 Agree/ Competent, 2.50-3.49 Moderately Agree/ Moderately Competent, 1.50-2.49 Disagree/ Slightly Competent, 1.00-1.49 Strongly Disagree/ Incompetent

The overall mean of 4.59 indicates that respondents agree that the school head/principal is effective in decision-making procedures such as acquiring data, analyzing information, involving team members, monitoring phases, and controlling emotions. This indicates that school heads are highly competent when it comes to their Decision-making

Table 3. Perceived Emerging Leadership Skills as to Relationship Building

Indicators	Mean	SD	Interpretation
My school head/principal...			
1. supports and encourages good working relationships among employees.	4.62	0.67	Strongly Agree
2. devotes significant time to developing, improving, and refining skills, as well as building harmonious relationships with his teachers, students, parents, and community members.	4.57	0.79	Strongly Agree
3. develops and maintain a supportive relationship with all faculty and staff	4.58	0.77	Strongly Agree
4. accommodates queries of all staff, parents, PTA, and barangay officials on plans and projects that will be beneficial to all students	4.67	0.68	Strongly Agree
5. establish rapport among team members that will help building cooperation	4.60	0.77	Strongly Agree
Overall	4.61	0.70	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Competent, 3.50-4.49 Agree/ Competent, 2.50-3.49 Moderately Agree/ Moderately Competent, 1.50-2.49 Disagree/ Slightly Competent, 1.00-1.49 Strongly Disagree/ Incompetent

The overall mean score for all indicators is 4.61, indicating a strong agreement and a standard deviation of 0.70 indicates that respondents strongly agree on the perceived increasing leadership skills of the school head or principal in relationship building. This shows that the principal is highly competent.

Table 4. Perceived Emerging Leadership Skills as to Team Leadership

Indicators	Mean	SD	Interpretation
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My school head/ principal ...			
1. bring out the best in each team member and motivate them to work together to achieve a common goal.	4.62	0.71	Strongly Agree
2. empowers the team to achieve both collective and individual goals.	4.59	0.71	Strongly Agree
3. delegate, give instructions, and train, with the heart desire to serve.	4.61	0.72	Strongly Agree
4. encourages and trusts employees to lead	4.63	0.70	Strongly Agree
5. communicates updates, disseminates information, and explains goals and expectations for the team	4.61	0.68	Strongly Agree
Overall	4.61	0.65	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Competent, 3.50-4.49 Agree/ Competent, 2.50-3.49 Moderately Agree/ Moderately Competent, 1.50-2.49 Disagree/ Slightly Competent, 1.00-1.49 Strongly Disagree/ Incompetent

The overall mean for perceived Emerging Leadership Skills in Team Leadership is 4.61 and with standard deviation of 0.65, indicating a high level of agreement (Strongly Agree) or highly competent among the participants. This mean value indicates the aggregate average rating of the statements linked to bringing out the best in team members and encouraging them toward a common goal, the results indicate that the school principal has great team leadership skills, as perceived by the teacher-respondents.

Table 5. Perceived Senior Leadership Skills in Communication

Indicators	Mean	SD	Interpretation
My school head/ principal ...			
1. excels at written and oral communication	4.56	0.65	Strongly Agree
2. communicates necessary information to school personnel, students, parents, and stakeholders in an appropriate and proper manner	4.55	0.68	Strongly Agree
3. keeps everyone updated about the school through the FB page or School Website	4.61	0.68	Strongly Agree
4. gives concise communication and clear direction and messages to teachers through meeting	4.68	0.61	Strongly Agree
5. initiates and facilitates conversations as others add their ideas, suggestions, and questions and take the initiative in establishing and maintaining positive relationships at all levels, including those between teachers, students, and families.	4.63	0.64	Strongly Agree
Overall	4.61	0.59	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Competent, 3.50-4.49 Agree/ Competent, 2.50-3.49 Moderately Agree/ Moderately Competent, 1.50-2.49 Disagree/ Slightly Competent, 1.00-1.49 Strongly Disagree/ Incompetent

The overall mean score of 4.61 also indicates a strong agreement among the respondents regarding the school head's communication skills. It indicates that the communication skills of school heads are highly competent. It is understood that, effective communication skills are vital for any leader to effectively manage and lead an organization.

Table 6. Perceived Senior Leadership Skills as to Personal Productivity

Indicators	Mean	SD	Interpretation
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My school head/ principal ...			
1.fosters a positive culture among his / her constituents	4.55	0.71	Strongly Agree
2. increase school responsibilities in a way that contributes to school success	4.59	0.70	Strongly Agree
3.knows how to prioritize his/ her people over administrative tasks that can be completed outside of school hours	4.57	0.67	Strongly Agree
4.sets times to respond to email communication in order to maximize time in providing technical assistance to teachers and prioritize face-to-face dialogue with students, staff, parents, and other stakeholders	4.61	0.67	Strongly Agree
5.builds team capacity of teachers' leadership in school	4.60	0.67	Strongly Agree
Overall	4.58	0.64	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Competent, 3.50-4.49 Agree/ Competent, 2.50-3.49 Moderately Agree/ Moderately Competent, 1.50-2.49 Disagree/ Slightly Competent, 1.00-1.49 Strongly Disagree/ Incompetent

The overall mean score of 4.58 for Perceived Senior Leadership Skills in Relation to Personal Productivity reflects a high level of agreement among respondents. This implies that the school head/principal demonstrates effective personal productivity skills and great personal productivity qualities that contribute to a productive and effective educational environment.

Table 7. Perceived Senior Leadership Skills in Coaching and Mentoring

Indicators	Mean	SD	Interpretation
My school head/ principal ...			
1. keeps members of the school organization interested in performing their specific tasks	4.59	0.66	Strongly Agree
2. gives the opportunity for teachers to attend In-Service-Training for professional growth and development.	4.70	0.58	Strongly Agree
3. nurtures the teachers to learn, grow and upskill	4.65	0.63	Strongly Agree
4. allows teachers to perform better in their responsibilities as mentors	4.63	0.65	Strongly Agree
5. trains teachers to become flexible	4.62	0.67	Strongly Agree
Overall	4.64	0.59	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Competent, 3.50-4.49 Agree/ Competent, 2.50-3.49 Moderately Agree/ Moderately Competent, 1.50-2.49 Disagree/ Slightly Competent, 1.00-1.49 Strongly Disagree/ Incompetent

With an overall mean score of 4.64, indicating that the respondents strongly agree that the school head has effective coaching and mentoring skills. Overall, these results suggest that the respondents perceive the school head to have effective coaching and mentoring skills, which can be seen as a positive attribute of senior leadership. A school head who possesses effective coaching and mentoring skills can provide guidance, support, and feedback to teachers and staff, facilitating their professional growth and development

Table 8. Perceived Leadership Responsibilities on Creating a Vision

Indicators	Mean	SD	Interpretation
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My school head/ principal ...			
1. creates a vision and develop a plan for school success	4.63	0.64	Strongly Agree
2. creates a clear vision that benefits the school	4.64	0.65	Strongly Agree
3. creates a well-defined vision that unifies stakeholders together and works as one.	4.66	0.60	Strongly Agree
4. improved the relationship between the school and the community.	4.61	0.64	Strongly Agree
5. identifies responsibilities of school teaching and non-teaching personnel more so the students being served.	4.64	0.65	Strongly Agree
Overall	4.63	0.61	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Responsible, 3.50-4.49 Agree/ responsible, 2.50-3.49 Moderately Agree/ Moderately responsible, 1.50-2.49 Disagree/ Somewhat Responsible 1.00-1.49 Strongly Disagree/ Not Responsible

As the overall mean score is 4.63, these results suggest that the teacher-respondents view the school head as being responsible in creating a vision for the school. The school principal's responsibility in creating a vision for the school is a crucial aspect of effective leadership. A principal who is capable of developing a vision offers a clear direction for the school. The findings imply that the principal exhibits great leadership qualities in the area of creating the vision, which is required for directing the school to success.

Table 9. Perceived Leadership Responsibilities in Creating the Organization

Indicators	Mean	SD	Interpretation
My school head/ principal ...			
1. promotes administrative support to the members' work	4.55	0.66	Strongly Agree
2. creates a collaborative and unified strategic plan for the organization	4.56	0.68	Strongly Agree
3. sets the goal directing the path for a successful realization of the organization's aims or objectives	4.58	0.65	Strongly Agree
4. assess the organization in achieving goals and objectives	4.60	0.63	Strongly Agree
5. staff expertise in the organization is a priority to succeed.	4.54	0.70	Strongly Agree
Overall	4.56	0.63	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Responsible, 3.50-4.49 Agree/ responsible, 2.50-3.49 Moderately Agree/ Moderately responsible, 1.50-2.49 Disagree/ Somewhat Responsible 1.00-1.49 Strongly Disagree/ Not Responsible

The overall mean score of 4.56 in Table 13, Perceived Leadership Responsibilities on Creating the Organization, reflects a high level of agreement among respondents about the performance of the school head/principal in various leadership responsibilities related to creating and managing the organization. This demonstrates that the school principal successfully fosters administrative support, creates a collaborative strategic plan, establishes clear goals, reviews goal completion, and prioritizes staff expertise, all of which contribute to the organization's success.

Table 10. Perceived Leadership Responsibilities for Motivating the Team

Indicators	Mean	SD	Interpretation
My school head/ principal ...			
1. builds an environment of trust, respect, caring, and compassion	4.57	0.75	Strongly Agree
2. motivates faculty by example then fosters educational achievement	4.55	0.69	Strongly Agree
3. encourages active stakeholders' participation in school matters.	4.66	0.66	Strongly Agree
4. gives incentives, rewards, or in any form that motivates the teachers	4.45	0.79	Strongly Agree
5. recognizes the effort and contribution of the teachers and other personnel and so as the students	4.57	0.76	Strongly Agree
Overall	4.56	0.68	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Responsible, 3.50-4.49 Agree/ responsible, 2.50-3.49 Moderately Agree/ Moderately responsible, 1.50-2.49 Disagree/ Somewhat Responsible 1.00-1.49 Strongly Disagree/ Not Responsible

The overall mean score of 4.56 indicates that the respondents agreed that the school head is effective in motivating the team. The findings indicate that the respondents strongly agreed that the school head motivates the team to achieve their goals. Motivating the team is an important part of a school principal's good leadership. The administrator develops a pleasant and empowering work environment by motivating and encouraging teachers, employees, and other members of the school community. Individuals that are motivated are more likely to be engaged, devoted, and invested in their job, which leads to better performance and outcomes.

Table 11. Perceived Teachers' Behavioral Competence on Physical Attributes

Indicators	Mean	SD	Interpretation
Through the leadership of the school head, I as a teacher ...			
1. was trained to speak in a well-modulated voice.	4.57	0.70	Strongly Agree
2. learns to be neat and clean and always wear proper school attire and uniform.	4.67	0.63	Strongly Agree
3. appears healthy and always active in performing my daily tasks	4.62	0.65	Strongly Agree
4 shows good posture in the presence of students, fellow teachers, and even parents	4.65	0.63	Strongly Agree
5. acts as a model in physical fitness activities in the school	4.63	0.64	Strongly Agree
Overall	4.63	0.61	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Competent, 3.50-4.49 Agree/ Competent, 2.50-3.49 Moderately Agree/ Moderately Competent, 1.50-2.49 Disagree/ Slightly Competent, 1.00-1.49 Strongly Disagree/ Incompetent

The overall mean score of 4.63 suggests that respondents strongly agree that they have the physical characteristics essential for their work or profession. The overall mean for Perceived Behavioral Competence on Physical Attributes indicates that teachers strongly agree that they have been trained to maintain neatness and cleanliness in appearance, exhibit a healthy and active performance in daily tasks, display good posture in various settings, and serve as a role model in physical fitness activities within the school community. The

high overall mean suggests that the school head's leadership has effectively influenced teachers' behavioral competence in relation to physical attributes.

Table 12. Perceived Teachers' Behavioral Competence on Emotional Intelligence

Indicators	Mean	SD	Interpretation
Through the leadership of the school head, I as a teacher ...			
1. show respect and empathy to everyone inside and outside the school premises	4.62	0.68	Strongly Agree
2. never show intolerance toward things that cannot control.	4.60	0.64	Strongly Agree
3. understand the needs of us teachers and students	4.67	0.63	Strongly Agree
4. I learned to have stable decisions about things or situations that do not look good.	4.65	0.58	Strongly Agree
5. is patient enough in all things that annoy me.	4.56	0.63	Strongly Agree
Overall	4.62	0.58	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Competent, 3.50-4.49 Agree/ Competent, 2.50-3.49 Moderately Agree/ Moderately Competent, 1.50-2.49 Disagree/ Slightly Competent, 1.00-1.49 Strongly Disagree/ Incompetent

The overall mean of 4.62 on the Perceived Teachers' Behavioral Competence suggests that teachers strongly feel that they have learned and demonstrated crucial traits such as respect, empathy, tolerance, understanding, decision-making, and patience through the leadership of the school head. These findings indicate that teachers believe the school principal's leadership is successful in developing these behavioral qualities in them. The collective mean indicates a high degree of agreement among teachers, indicating an encouraging and supportive school climate headed by the principal.

Table 13. Perceived Teachers' Behavioral Competence on Community Relations

Indicators	Mean	SD	Interpretation
Through the leadership of the school head, I as a teacher ...			
1. has shown enthusiasm in dealing with the people in the community.	4.68	0.58	Strongly Agree
2. always consider the opinion/suggestions of the PTA	4.63	0.69	Strongly Agree
3. give importance to the role played by the stakeholders	4.68	0.63	Strongly Agree
4. I learned to recognize the contributions of the stakeholders	4.68	0.61	Strongly Agree
5. I considered the involvement of parents to mean a lot to us.	4.69	0.61	Strongly Agree
Overall	4.67	0.59	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Competent, 3.50-4.49 Agree/ Competent, 2.50-3.49 Moderately Agree/ Moderately Competent, 1.50-2.49 Disagree/ Slightly Competent, 1.00-1.49 Strongly Disagree/ Incompetent

These findings present the perceived teachers' behavioral competence on community relations, focusing on the leadership of the school head. It shows the mean, standard deviation, and level of agreement for each statement. The statements reflect the teachers' perceptions and agreement regarding their enthusiasm

in dealing with the community, consideration of the PTA's opinion and suggestions, recognition of the role and contributions of stakeholders, and the importance of parental involvement. The overall mean 4.67 indicates a high level of agreement among teachers regarding their behavioral competence in community relations under the leadership of the school head.

Table 14. Perceived Teachers' Behavioral Competence on Instructional Management

Indicators	Mean	SD	Interpretation
Through the leadership of the school head, I as a teacher ...			
1. I received technical assistance for the betterment of instruction	4.62	0.64	Strongly Agree
2. received assistance such as guidance and advice related to teaching.	4.62	0.67	Strongly Agree
3. is visited in any classes most of the time by my school head.	4.54	0.71	Strongly Agree
4. realized that classroom management of teachers is his/her priority	4.59	0.71	Strongly Agree
5. I learned to prioritize instructional materials for the instructional needs of students and myself.	4.62	0.67	Strongly Agree
Overall	4.59	0.64	Strongly Agree

Legend: 4.50-5.00 Strongly Agree/ Highly Competent, 3.50-4.49 Agree/ Competent, 2.50-3.49 Moderately Agree/ Moderately Competent, 1.50-2.49 Disagree/ Slightly Competent, 1.00-1.49 Strongly Disagree/ Incompetent

Table 14, presents the perceived teachers' behavioral competence in instructional management, indicating their responses to statements related to the support and assistance provided by the school head in improving instruction. The overall mean of 4.59 suggests that teachers generally strongly agree with the school head's leadership in supporting instructional management. The result implies that the teachers' responses indicate that they have received technical assistance, guidance, and advice from the school head for the betterment of instruction.

Table 15. Test of Relationship Between the Perceived Leadership Skills of the School Head's Related Variable to Teachers' Behavioral Competence

Leadership Skills	Behavioral Competence			
	Physical Attributes	Emotional Intelligence	Community Relation	Instructional Management
Emerging Leadership Skills				
Decision Making	.878**	.830**	.862**	.872**
Relationship Building	.848**	.831**	.869**	.881**
Team Leadership	.884**	.865**	.893**	.895**
Senior Leadership Skills				
Communication	.881**	.857**	.891**	.885**
Personal Productivity	.878**	.876**	.874**	.912**
Coaching and Mentoring	.885**	.855**	.902**	.884**

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

Note: A highly significant relationship exists

Table 15, presents the results of a test of the relationship between the perceived leadership skills of a school head and various dimensions of their leadership skills, including Behavioral Competence, Physical Attributes, Emotional Intelligence, Community Relations, and Instructional Management. The values in the table represent correlation coefficients, which measure the strength and direction of the relationship between two variables. The findings show that there is a positive significant relationship between school heads' leadership skills and responsibilities to the behavioral competence of the teachers. This implies that when school heads are highly competent this would affect the teachers' behavioral competence. The table presents the results of the test of the relationship between the perceived leadership skills of the school head and teachers' behavioral competence in four areas: Physical Attributes, Emotional Intelligence, Community Relations, and Instructional Management. The correlation coefficients indicate the strength of the relationship, with ** indicating a highly significant relationship at the 0.01 level (2-tailed).

These findings suggest that the perceived leadership skills of the school head are significantly related to teachers' behavioral competence, indicating that effective leadership has a positive influence on various aspects of teachers' professional behavior. It implies also that school heads who exhibit strong leadership skills, such as decision-making abilities, relationship-building capabilities, and effective communication, are more likely to foster a positive and competent teaching environment. This underscores the importance of effective leadership in promoting teachers' professional growth and enhancing their overall performance in different domains.

Table 16. Test of Relationship Between the Perceived Leadership Responsibilities of the School Heads to Teachers' Behavioral Competence

Leadership Responsibilities	Behavioral Competence			
	Physical Attributes	Emotional Intelligence	Community Relation	Instructional Management
Creating the Vision	.863**	.832**	.876**	.849**
Creating the Organization	.875**	.856**	.862**	.883**
Motivating the Team	.884**	.879**	.895**	.881**

** . Correlation is significant at the 0.01 level (2-tailed). **Note: A highly significant relationship exists**

The data presented in Table 16 is the result of the relationship between the perceived leadership responsibilities of school heads and teachers' behavioral competence. The table includes different leadership responsibilities and their correlation with dimensions of teachers' behavioral competence, including Physical Attributes, Emotional Intelligence, Community Relation, and Instructional Management. All values in the table represent correlation coefficients, which indicate the strength and direction of the relationship between leadership responsibilities and teachers' behavioral competence. The correlation coefficients are all positive, indicating a positive relationship, and they are all highly significant at the 0.01 level (2-tailed), suggesting a strong statistical association.

For instance, the correlation coefficient between Creating the Vision and Physical Attributes is 0.863, and between Creating the Vision and Emotional Intelligence is 0.832. These coefficients indicate a strong and positive relationship between Creating the Vision as a leadership responsibility and teachers' Physical Attributes and Emotional Intelligence.

Similarly, the correlation coefficients between Creating the Organization and Motivating the Team with different dimensions of teachers' behavioral competence are positive and highly significant. This suggests that these leadership responsibilities are positively associated with teachers' behavioral competence in terms of Physical Attributes, Emotional Intelligence, Community Relation, and Instructional Management. Generally, the data indicates that there is a highly significant relationship between the perceived leadership responsibilities of school heads and teachers' behavioral competence. This implies that when school heads take on leadership responsibilities such as Creating the Vision, Creating the Organization, and Motivating the

Team, teachers' behavioral competence in various dimensions tends to improve. The findings emphasize the importance of effective leadership in influencing and enhancing teachers' performance and behavior within the educational setting.

The findings suggest that principal leadership plays a crucial role in shaping teacher behavioral competence. Principals who create a positive and supportive school culture, establish clear expectations, and provide ongoing support to teachers contribute to the development of effective classroom management and instructional strategies.

Summary

This study focused on the Principals' Leadership Skills and Responsibilities to Teachers' Behavioral Competence. The study found that the perceived leadership skills of schools are significantly related to teachers' behavioral competence. This implies that effective leadership has a positive impact on various aspects of teachers' professional behavior.

The salient findings of the study are the following:

1. As to the Leadership Skills of the School Heads

Emerging Leadership Skills such as Decision-Making with an overall mean of $\bar{X} = 4.59$; and a standard deviation of 0.66 and were interpreted as Strongly Agree or Highly Competent; Relationship Building with $\bar{X} = 4.61$ with a standard deviation of 0.70 were interpreted as Strongly Agree or Highly Competent; Team Leadership with $\bar{X} = 4.61$ and with a standard deviation of 0.65 and were interpreted as Strongly Agree or Highly Competent.

2. As to Senior Leadership Skills as effective in Communication with an overall $\bar{X} = 4.61$ with a standard deviation of 0.59; and were interpreted as Strongly Agree or Highly Competent; Personal Productivity with an overall mean of $\bar{X} = 4.58$ with a standard deviation of 0.64; and were interpreted as Strongly Agree or Highly Competent, Coaching and Mentoring with the overall $\bar{X} = 4.64$ with a standard deviation of 0.59 were interpreted as Strongly Agree or Highly Competent.

3. As to Leadership Responsibilities

Creating Vision has $\bar{X} = 4.63$ with a standard deviation of 0.61 and was interpreted as Strongly Agree or Highly Competent; Creating Organization with an overall $\bar{X} = 4.56$ with a standard deviation of 0.63 and was interpreted as Strongly Agree or Highly Competent; and Motivating the Team with overall $\bar{X} = 4.56$ with a standard deviation of 0.68 and were interpreted as Strongly Agree or Highly Competent.

4. As to the Behavioral Competence of Teachers

Physical Attributes with $\bar{X} = 4.63$ with a standard deviation of 0.61 and were interpreted as Strongly Agree or Highly Competent; Emotional Intelligence with $\bar{X} = 4.62$ with a standard deviation of 0.58 and were interpreted as Strongly Agree or Highly Competent; Community Relations with $\bar{X} = 4.67$ with the standard deviation of 0.59 and were interpreted as Strongly Agree or Highly Competent; Instructional Management with $\bar{X} = 4.59$ with the standard deviation of 0.64 and were interpreted as Strongly Agree or Highly Competent.

5. As to the Correlation between the perceived Leadership Skills of the school heads and Teachers' behavioral Competence, all Leadership Skills such as Decision-making, Relationship Building, Team Leadership, Communication, Personal Productivity, Coaching, and Mentoring are found correlated to behavioral competence of teachers in terms of Physical Attributes, Emotional Intelligence, Community Relations, and Instructional Management all were found to be significant at 0.01 level.

6. As to the Correlation between the Leadership Responsibilities of the school heads with the Behavioral Competence of teachers variables such as Creating Vision, Creating Organization, and Motivating the Team were all significantly related to the Behavioral Competence of teachers namely Physical Attributes, Emotional Intelligence, Community Relations, and Instructional Management were all found to be significant at 0.01 level.

Conclusions

The following conclusions were drawn from the result of the study:

1. That the Null Hypothesis stating that the perceived leadership skills of the school heads are not significantly related to teachers' behavioral competence was not accepted.
2. That the perceived leadership responsibilities of the school heads are not significantly influenced the teachers' behavioral competence was not also sustained.

Recommendations:

Based on the result of the study the following recommendations may be taken into consideration.

1. The multitude of tasks of the school heads are difficult, however despite of this situation, school leaders must be visible to build relationships with stakeholders and the community thus they build an environment of trust, respect, caring, compassion, and professionalism.
2. Leadership and management tasks that are identified in the study that are positively related to teachers' behavioral competence may be considered as their frame of reference in the execution of their duties and functions.
3. School leadership is a crucial role in leading, thus skills and responsibilities of the school heads may be examined in how much they influence the behavioral competence of teachers.
4. In as much as the study reveals that leadership and management skills determine subordinates' satisfaction, motivation, and performance it may be recommended to conduct another study similar to the present research.
5. The study recommends that enhancing leadership skills and promoting effective leadership practices can contribute to the overall professional development and success of teachers.

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