Leadership, Practices and Management Behavior of School HeadsTowards Quality Service and Performance of teacher

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Abstract

This study aimed to determine the relationships between leadership practices and management behavior of school heads and their impact on the quality service and performance of teachers.

The Descriptive-Correlational Design which involved the participation of the teacher-respondents from public elementary schools in Dapdapan District, the survey questionnaire assesses leadership practices and management behaviors, provide a deeper understanding of the experiences and perceptions of both school heads and teachers.

The respondents of the study were one hundred four (104) public teachers from public elementary school. The researcher used the simple random sampling in the selection of the respondents. The main instrument of this study is a survey questionnaire that has connection to the variables of the study.

Preliminary findings indicate that strong and effective leadership practices, such as mentor-mentee relationship, promotion of relationships, cooperation and competition and real time feedback influence the quality service and performance of teachers.

Furthermore, management behaviours related to motivation, group dynamics, personal psychology and efficient process significantly to the quality service and performance of teachers.
School heads who provide teachers with adequate resources, encourage continuous professional development, and transparent evaluation systems create an environment that supports teacher growth and improves their performance.

This study has implications for educational policymakers, school administrators, and leadership development programs.

Understanding the crucial role of school heads in enhancing teacher performance can guide the development of effective leadership training programs and inform strategies for improving the overall quality of education.

By adopting best practices identified in this research, educational institutions can foster a culture of continuous improvement and provide quality of service to students through the professional growth and development of their teachers.

Keywords: Leadership Practices ; Management Behavior; Quality Service ; Performance ;

1. Introduction

Leadership practices and management behavior of school heads play a critical role in the quality of service and performance of teachers.

Effective leadership and management can create a positive and supportive work environment that fosters collaboration, communication, and continuous improvement among teachers.

One key aspect of leadership practices is setting a clear vision and goals for the school. This involves establishing a shared understanding of the school's mission, values, and priorities, and communicating them effectively to all stakeholders. School heads should also create a culture of trust, respect, and transparency, where teachers feel empowered to voice their ideas, concerns, and suggestions.

In addition, effective school leadership involves providing professional development opportunities that enable teachers to develop their skills and knowledge. School heads should also provide feedback and support to teachers to help them improve their performance and address any challenges they may encounter.

1.1. Background of the study

According to the Republic Acts (RA) 9155, also known as the "Governance and Basic Education Act of 2001," school heads have been officially granted authority. They are mandated to become an instructional leader and administrative manager who will handle the school's administrative, fiscal, and auxiliary resources services in light of national, regional, and divisional objectives. They are also accountable for developing the school's education program and school improvement plan.

The background of the study revolves around the examination of the relationship between leadership practices, management behavior, quality service, and teachers' performance. Each of these elements plays a significant role in the educational context, and understanding their interactions can contribute to improving the overall effectiveness and outcomes in the field of education.

Leadership Practices: Leadership practices refer to the strategies, behaviors, and approaches employed by leaders in an educational setting. Effective leadership is crucial for creating a positive and conducive environment for both teachers and students. Leadership practices can include mentoring and fostering relationships, promoting cooperation and competition, and providing real-time feedback. These practices aim to support and guide teachers, enhance their professional growth, and promote a collaborative and productive work environment.

Management Behavior: Management behavior involves the actions and approaches taken by leaders in managing and overseeing educational institutions or departments. Effective management behavior is essential for ensuring the smooth operation and functioning of the educational organization. It encompasses various aspects such as motivation, group dynamics, personal psychology, and efficient processes. Effective management behavior can contribute to a motivated and engaged teaching staff, improved teamwork, better understanding of individual needs, and streamlined processes, all of which can positively impact teachers' performance.

Quality Service: Quality service in the educational context refers to the provision of an excellent learning experience and support for students. It encompasses various factors such as students' performance, internal efficiency rates, and teacher satisfaction. Providing quality service requires a combination of effective leadership practices and management behavior, as they directly influence the overall educational environment, student outcomes, and teacher engagement and satisfaction.

Teachers' Performance: Teachers' performance is a critical outcome variable in the study. It refers to the effectiveness and productivity of teachers in fulfilling their specific obligations and meeting commitments. Teachers' performance can be measured through various indicators such as achieving department goals, fulfilling job responsibilities, maintaining a high level of career satisfaction, and positively impacting students' learning outcomes. The study aims to explore how leadership practices, management behavior, and quality service influence and contribute to teachers' performance.

Public elementary teachers in Dapdapan District view that the success of the school is on the hand of them with the supervision and direction of the school heads. That is why in every action a wise decision is important and it will happen through the management of a good leader together the colleagues.

By examining the relationship between these variables, the study aims to identify effective leadership and management strategies that can enhance teachers' performance and improve the overall quality of service in education. This research can provide valuable insights for educational institutions and leaders to create a supportive and conducive environment for teachers, leading to improved student outcomes and satisfaction.

1.2. Theoretical Framework

The study of leadership practices and management behavior of school heads towards quality service and performance of teachers has become increasingly important in recent years. Effective school leadership and management have been linked to improved student outcomes and success, and as such, many educational institutions have placed a greater emphasis on developing effective leaders.

One of the key drivers behind this increased focus on school leadership is the growing recognition that teachers play a critical role in student achievement. Teachers who are well-supported, motivated, and equipped with the necessary resources and training can provide high-quality instruction that promotes student learning and engagement.

The study was anchored on the following theories: Management Theories, Classical, Behavioural, and Modern Approaches Last Updated June 30, 2022 Behavioural management theory places the person rather than the process at the heart of business operations. It examines the business as a social system as well as a formal organization. Therefore, productivity depends on proper motivation, group dynamics, personal psychology, and efficient processes. Behavioural management theory humanizes business. Feelings have a practical impact on operations. Team spirit, public recognition, and personal pride encourage employees to perform better. Individual relationships also play a role.

Employees are more likely to go the extra mile for a boss they respect and who respects them. Shortcomings of

behavioural management theory include: • The difficulty of balancing personal relationships with professional conduct • An inclination toward socially motivated hiring practices that can be unjust • The danger of assuming that all individuals respond the same way to the same situations and for the same reasons Common behavioural management theories include the following: Human Relations Theory The fundamental texts on human relations theory evolved from an experiment following classical theory.

Elton Mayo worked as part of a team evaluating the impact on the productivity of various workplace conditions at the Hawthorne Works, a large factory complex. Early results were self-contradicting; changes in opposite directions both improved productivities. Mayo realized that the researchers' attention to the workers was the common factor. It instilled pride and fulfilled particular social needs of the workers. This led to the development of the "Hawthorne effect," a principle of research that suggests researcher attention affects the subjects in a study and impacts the results. In business management, the Hawthorne studies led to articulating the role that human relations play in business operations. Mayo and later theorists developed several related conclusions, including: •Group dynamics affect job performance. • Communication between employees and employers must go in both directions. • Production standards depend more on workplace culture than on official objectives. • In addition to compensation, perceived value affects performance. • Workers prefer to participate in the decision-making process. • Integration between departments or groups positively impacts an organization. In the modern workplace, sanctioned social activities and open, defined communication channels owe a debt to human relations theory.

With this, it is anticipated that the number of women working in government and occupying leadership positions will rise. Studies on preferred leadership styles, job happiness, and gender relationships have had varying degrees of success in other parts of the world. The mentees' key learning point from the mentoring experience was the positive change in their behaviour in response to the support they received from their mentors. Some of the changes included enhanced confidence, support in dealing with difficult situations, as well as developing a positive attitude to learning. All of these changes are integral to their future education, careers, and personal lives.

This summarizes the readings on the importance and connections of the research topic. Such reading offers perspectives that act as frames of reference in conceptualizing the study.

1.3. Findings

This tables which 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

	PERSONAL INFO	FREQUENCY		PERCENT
AGE	30 years old and below	25		24.0
	30 years old and below, 31-40	1		1.0
	31-40 years old	33		31.7
	41-50 years old	27		26.0
	51 years old and above	18		17.3
	TOTAL	**104**	---	**100.0**
GENDER	Female	90		86.5
	Male	14		13.5
	TOTAL	**104**	---	**100.0**
CIVIL STATUS	Married	78		75.0
	Separated	1		1.0
	Single	24		23.1
	Widower	1		1.0
	TOTAL	**104**	---	**100.0**
HIGHEST EDUCATIONAL ATTAINMENT	Bachelor Degree Holder	24		23.1
	Bachelor Degree Holder with M.A	1		1.0
	Master Degree holder	22		21.2
	With Doctorate Units	4		3.8
	With MA Units	53		51.0
	TOTAL	**104**	---	**100.0**

PLANTILLA POSITION	Master Teacher I	5		4.8
	Master Teacher II	2		1.9
	Teacher I	41		39.4
	Teacher II	22		21.2
	Teacher III	34		32.7
	TOTAL	**104**	---	**100.0**
LENGTH IN SERVICE	0-5 years	5		75.0
	11-15 years	1		1.0
	16-20 years	24		23.1
	21 & above	1		1.0
	6-10 years	27		26.0
	TOTAL	**104**	---	**100.0**

These profiles provide demographic and professional information about the respondents participating in the study. The data can be used to analyze and understand how different factors may vary across these demographic categories and their potential influence on the study variables. It provides information about the composition of the respondents in terms of age, gender, civil status, educational attainment, plantilla, position, and length of service.

The mentor-mentee relationship is perceived positively, with high mean scores indicating that the respondents believe this aspect is practiced. The standard deviation suggests a moderate level of agreement among respondents regarding this indicator.

The promotion of relationships is also perceived positively, with a mean score indicating that the respondents believe this aspect is practiced. The standard deviation suggests a moderate level of agreement among respondents regarding the promotion of relationships.

The perception of leadership practices related to cooperation and competition is positive, with a high mean score indicating that the respondents believe these practices are practiced. The low standard deviation suggests a high level of agreement among respondents regarding cooperation and competition.

The perception of leadership practices related to real-time feedback is positive, with a mean score indicating that the respondents believe these practices are practiced. The low standard deviation suggests a high level of agreement among respondents regarding real-time feedback.

Overall, the summary indicates that the leadership practices in the areas of mentor-mentee relationships, promotion of relationships, cooperation and competition, and real-time feedback are perceived positively by the respondents. These practices are generally believed to be practiced by the school head, with a high level of agreement among the respondents.

Table 2. Summary Table on the Perceived Level of School Heads Management Behavior

Indicators	Mean	SD	VI
Motivation	4.27	0.74	Observed
Group dynamics	4.32	0.76	Observed
Personal Psychology	4.31	0.70	Observed
Efficient Process	4.37	0.69	Observed

Legend: 4.50-5.00 (Highly Observed) 3.50-4.49 (Observed) 2.50-3.49 (Moderately Observed) 1.50-2.49 (Rarely Observed) 1.00-1.49 (Not Observed)

Overall, these findings suggest that the respondents have a positive perception of the school heads' management behaviour across various aspects, including motivation, group dynamics, personal psychology, and efficient process.

Table 3. Summary Table on the Level of Teachers' Quality Service

Statements	Mean	SD	VI
Students' Performance	4.24	0.66	Very Good
Internal Efficiency Rates	4.28	0.64	Very Good
Teacher's Satisfaction	4.36	0.70	Very Good

Legend: 4.50-5.00 (Excellent) 3.50-4.49 (Very Good) 2.50-3.49 (Good) 1.50-2.49 (Fair) 1.00-1.49 (Poor)

These findings suggest that the respondents perceive a very good level of teachers' quality service in all three aspects: students' performance, internal efficiency rates, and teacher's satisfaction. The mean scores for all statements in each aspect are above 4.00, indicating a very good level. The overall levels of teachers' quality service are also assessed as very good in all three aspects.

Overall, these findings indicate positive perceptions of teachers' impact on students' performance, internal efficiency rates of the school, and teacher's satisfaction. The respondents perceive that teachers provide quality service in promoting students' performance, ensuring internal efficiency in school operations, and fostering teacher satisfaction. This suggests a positive environment for teaching and learning, effective management practices, and a supportive culture for teachers.

Table 4. Summary Table on the Level of Teachers Performance

Indicators	Mean	SD	VI
Fulfilling Specific Obligations	4.52	0.51	Excellent
Meeting Commitments	4.48	0.55	Excellent
Work	4.49	0.55	Very Good
Achieving Department Goals	4.46	0.58	Very Good
Career Satisfaction	4.29	0.70	Very Good

Legend: 4.50-5.00 (Excellent) 3.50-4.49 (Very Good) 2.50-3.49 (Good) 1.50-2.49 (Fair) 1.00-1.49 (Poor)

Overall, these findings indicate that teachers perform at a high level across various indicators, with some areas assessed as excellent and others as very good. Teachers demonstrate their commitment to fulfilling obligations, meeting commitments, achieving department goals, and maintaining career satisfaction. This indicates that teachers are generally effective and committed to their roles, which ultimately benefits the students and the overall functioning of the educational institution.

Table 5. Correlation of Leadership Practices on Quality Service of Teachers

Indicators	Mean	SD	VI	
Mentor- Mentee Relationship	.592**	.589**	.754**	
Cooperation and Competition	.619**	.621**	.820**	
Real Time Feedback	.551**	.534**	.726**	
	.585**	.570**	.779**	

Legend: ** Correlation is significant at .01 level (2-tailed)

The results show significant positive correlations between leadership practices and quality service of teachers. The mentor-mentee relationship has a correlation coefficient of .592, indicating a strong positive correlation. The cooperation and competition aspect also show a strong positive correlation with a coefficient of .619. Real-time feedback and overall leadership practices also demonstrate significant positive correlations with quality service of teachers, with correlation coefficients of .551 and .585, respectively.

These findings suggest that effective leadership practices, such as fostering mentor-mentee relationships, promoting cooperation and competition, and providing real-time feedback, contribute positively to the quality service provided by teachers. When these leadership practices are implemented, they have a strong influence on improving the overall performance and service delivery of teachers.

Table 6. Correlation of Leadership Practices on Teachers' Performance

Indicators	Fulfilling Specific Obligation	Meeting Commitments	Work	Achieving Department Goals	Career Satisfaction
1.Mentor-mentee relationships	.656**	.678**	.644**	.648**	.557**
2. Promotion of relationships	.653**	.692**	.643**	.669**	.603**
3. Cooperation & competition	.658**	.665**	.666**	.684**	.605**
4. Real time feedback	.678**	.702**	.673**	.677**	.591**

Legend: ** Correlation is significant at .01 level (2-tailed)

These findings suggest that effective leadership practices, such as fostering mentor-mentee relationships, promoting relationships, encouraging cooperation and competition, and providing real-time feedback, have a strong influence on enhancing teachers' performance across various dimensions. When these leadership practices are implemented, they contribute to improving teachers' fulfillment of obligations, meeting commitments, overall work performance, achievement of department goals, and career satisfaction.

Table 7. Correlation of Management Behaviour on Quality Service of Teachers

Indicators	Student Performance	Internal Efficiency Rate	Teacher Satisfaction
1.Motivation	.643**	.624**	.840**
2.Group Dynamics	.647**	.625**	.852**
3. Personal Psychology	.578**	.608**	.815**
4. Efficient Process	.628**	.626**	.830**

Legend: ** Correlation is significant at .01 level (2-tailed)

These findings suggest that management behaviors, such as motivation, promoting positive group dynamics, addressing personal psychology, and implementing efficient processes, have a significant impact on the quality service provided by teachers. When these management behaviors are present, they positively influence student performance, internal efficiency rate, and teacher satisfaction. It is important for educational leaders and administrators to focus on these aspects to enhance the overall quality of teachers' service and improve the outcomes of the education system.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the results, conclusion, and recommendations, based on the information gathered, examined and interpreted.

Summary

This study focused on the leadership practices and management behaviour of the school heads towards quality service and performance of teachers in Dapdapan District. This was a descriptive-correlational design that used a self-made survey questionnaire in gathering data to one hundred four (104) respondents from ten schools (10) public elementary schools.

The leadership practices of school heads are categorized into four (4) namely mentor-mentee relationship, promotion of relationships, cooperation & competition, real time feedback while school heads management behavior is categorized into four (4) namely motivation, group dynamics, personal psychology and efficient process. Effective leadership practices and management behavior exhibited by school heads can lead to improved teacher morale, enhanced teacher performance, increased collaboration, efficient resource allocation, positive school culture, stakeholder satisfaction, improved school reputation, and sustainable growth and development. These benefits ultimately contribute to a better educational experience and outcomes for students and the overall success of the school

In order to determine the perception of the respondents towards the independent and dependent variables mentioned above the Descriptive statistics such as mean and standard deviation was used.

To determine the leadership practices and management behaviour of school heads towards quality service and performance of teachers the Pearson Product Moment Correlation Coefficient as testing its significance at the 0.01 level (2-tailed) was used.

Summary of Findings

The salient findings of the study are summarized as follows:

1. School heads leadership practices is implemented and observed in public elementary schools in Dapdapan District – Division of San Pablo.
2. School heads management behavior is very realistic to the extent that they are so flexible in different aspects of work.
3. Teachers' responses towards indicators are true and correct since they are fully aware on what happening and what they are experiencing inside the school.
4. There is no significant relationship of leadership practices of school heads with management behavior and school performance.
5. There is no significant relationship of management behavior of school heads with quality service and teachers' performance.

Conclusions

Based on the gathered data in the study the following conclusions are formulated:

There is no significant relationship between leadership practices of school heads with management behaviour and school performance, therefore the null hypothesis is not sustained.

There is no significant relationship of management behavior of school heads with quality service and teachers' performance, therefore the hypothesis is not sustained.

Recommendations

Based on research findings and best practices, the following recommendations may enhance their leadership practices and management behavior towards quality service and performance of teachers.

School Heads They may adopt a transformational leadership approach and should focus on empowering and motivating teachers to foster a positive school culture. This includes creating a shared vision, setting high expectations, providing intellectual stimulation, and offering individualized support and consideration.

They may encourage open communication and collaboration and create a supportive work environment that encourages open communication, collaboration, and teamwork. This includes soliciting feedback from teachers and encouraging them to participate in decision-making processes.

They may prioritize professional development among teachers by investing on professional development opportunities for teachers to enhance their skills, knowledge, and competencies. This includes providing access to training, mentoring, coaching, and other learning opportunities.

They may provide regular feedback and recognition of teachers on their performance and recognize their achievements. This can help foster a culture of continuous improvement and motivate teachers to perform at their best.

They may promote a positive and supportive work environment and create a positive and supportive work environment that fosters trust, respect, and collaboration. This includes recognizing the contributions of all staff members and ensuring that everyone feels valued and supported.

Overall, effective leadership practices and management behavior can have a significant impact on teachers' performance and on the quality of service they may offer. By adopting these recommendations, school heads may create a positive school culture that enabling teachers to perform at their best and, ultimately, lead to improved student outcomes.

To enhance performance and provide quality service in the teaching profession, there are several recommendations that can be considered for school teachers:

Continuous Professional Development: Engage in ongoing professional development opportunities to enhance knowledge and skills in pedagogy, subject matter expertise, and educational trends. Attend workshops, conferences, and training programs to stay updated with the latest teaching methodologies and best practices.

Self-Care and Well-being: Prioritize self-care and well-being to maintain personal resilience and overall job satisfaction. Practice work-life balance, engage in hobbies, seek support networks, and prioritize physical and mental well-being to prevent burnout and enhance professional performance.

Implementing these recommendations can contribute to teachers' enhanced performance and the provision of quality service in the teaching profession. It is essential for teachers to continually reflect, grow professionally, adapt to changing educational contexts, and prioritize the needs of their students and their own well-being.

Acknowledgement

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