

Articles

School Head leadership qualities and school performance in the Pacific towns of Northern Samar

Emie Rose Adto-Morallos*

Graduate School Student, ESSU – Borongan City, Teacher-in charge, Schools Division of Northern Samar

Article Information	Abstract
<p>Keywords: Leadership qualities National Achievement Test Northern Samar School performance Pacific towns</p>	<p>A correlational research design was employed to determine the relationship between the leadership qualities of school heads and the school performance in the 2019 National Achievement Test in the pacific towns of Northern Samar. The data were analyzed using frequency counts, percentage, mode, and Spearman rho correlation test at a .05 level of significance. Findings showed that the majority of the respondents are aged 30-34 years old, female, with at most ten years in the profession, hold a master's degree, have attended 11-20 seminars and conferences, and possess a very satisfactory level of leadership qualities in terms of challenging the people, inspiring people, enabling others to act, modeling the way, and encouraging people. Most schools in the pacific towns of Northern Samar scored average mastery in the national achievement test. However, no significant relationship was established between the leadership qualities of school heads and school performance on the national achievement test. Hence, local training workshops should be designed and conducted on the awareness of the leadership qualities of the school heads and teachers.</p>
<p>Received 3 January 2022 Received in revised form 4 April 2022 Accepted 17 June 2022 doi: 10.33750/ijhi.v5i2.149</p>	

© 2022 The Author(s). This is an open access article under Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) license.



1. Introduction

At this time of increased accountability and pressure to improve public schools, elementary school heads focus on developing effective leadership qualities as they face the challenges of meeting organizational goals and maintaining or increasing teacher satisfaction (Baker, Betebenner & Linn, 2012). School heads' leadership qualities that impact school cultures and learning environments have been a primary topic in many seminars locally or nationally. The leadership qualities of the school head have a powerful influence on the school's environment, the attitudes of the teachers and staff, and the overall performance of the school. It is observable among local schools that school heads who can handle challenges on a lack of resources show greater improvements in teachers' job satisfaction.

Leadership qualities have long been of interest in public schools in Northern Samar and throughout the country. According to research, focusing on social aspects like team

dynamics and peer support significantly impacts efficiency and school success (Burke, 2013). With the uprising issues on school heads, additional leadership qualities are required to ensure the success of highly qualified teachers and the school. With all of the changes, these leadership qualities have become more adaptable and diverse, causing concern about teacher job satisfaction.

The effectiveness with which school leaders use their leadership is frequently a determining factor in school success. If the school's top management is positive, the school should be able to succeed. It is observable among local school schools that teachers look upon the school head when things are out of their control. Problems with financial limitations, lack of classroom resources, dealing with parents, and too much workload are only some factors that contribute to the reduction of teacher's productivity, which manifest in school performance in general. Here, the leadership of the school head plays an incredibly significant role in the improvement of the school.

* Corresponding author.

Email: adto-morallos@yahoo.com

Throughout history, the leadership qualities of school heads have changed. Behavioral characteristics from past leadership qualities and present-day leadership qualities are significantly different. In the past, school heads have been known to take a bureaucratic approach to lead schools. However, this leadership approach has been a major factor in low faculty job dissatisfaction (Bolin, 2011). With the new challenges and demands on School Heads to improve school performance, they have had to re-evaluate themselves and change their leadership qualities to be more successful.

According to Hallinger and Heck (2010), many factors influence school performance, including the behavior of the principal, emotional needs, low pay, the school community, time constraints, demanding curriculum issues, national test pressures, lack of parent support, and insufficient support from the school administration. Although many factors influence school performance, the School Principal is one that is more important than the rest. Black (2011) mentioned that the most effective school leaders are those who effectively define their school's instructional program, promote a positive learning environment, and invite teachers to collaborate on important decisions.

The researcher was inspired to conduct this study because of the issues above. Understanding the link between a school's leadership qualities and academic performance could help educational leaders realize the importance of their job and its impact on teachers and the school.

Generally, this study determined the relationship between School Head's leadership qualities and school performance in the Pacific Towns of Northern Samar. Specifically, this study tried to:

- Determine the profile of the School Head in terms of age, sex, educational attainment, attendance to leadership-related seminars/workshops, and length of service as School Head.
- Find out the leadership qualities of the School Heads in terms of challenging people, inspiring people, enabling others to act, modeling the way, and encouraging people.
- Determine the performance of the School Heads in the use of the 2019 NAT result; and
- Find out if there is a significant relationship between the School Head's leadership qualities and school performance.

2. Method

The primary goal of this study is to determine the relationship between the School Head's leadership qualities and school performance. To achieve these goals, a descriptive-correlational research design was used. The present status of School Heads' leadership qualities and school performance were described as they happen. The correlational aspect was that leadership quality was correlated with school performance.

This study was conducted in the public elementary schools in the Pacific Towns, Second Congressional District of Northern Samar. There were 31 public elementary schools in the area, 4 Central and 27 non-central schools. These schools were located or distributed within the four

municipalities that composed the Pacific Towns of Northern Samar: Palapag, Mapanas, Gamay, and Lapinig.

The researcher asked the school's division superintendent for permission to conduct the study. Likewise, she asked permission from the School Heads and teachers through letter requests to allow her to gather the data needed for her research. The said letter requests were attached to the questionnaires that were distributed to the respondents. The researcher herself distributed the questionnaires in order to give the important instructions. The respondents were given enough time (2 days) to accomplish the questionnaire, and data were retrieved after two days from the distribution of questionnaires.

The researcher ensured that the data presented and reported were honest and reliable. It means biases and data manipulation to achieve the desired results were avoided. In processing the data, the following statistical treatment was employed: Descriptive statistics were used to present the nature of the variables involved. Frequency counts, percentages, and mode were used to score and interpret the descriptive data on the following: the demographic profile, leadership qualities, and school performance. The spearman rho correlation test was used at a 5% confidence level to test the relationship between leadership qualities and school performance.

3. Results and Discussion

3.1. Profile of School Heads

The profile of the School Heads was presented in Table 1 in terms of age, sex, length of service, highest educational attainment, and relevant seminars attended.

Table 1. Profile of School Heads

Profile Characteristics	Frequency (N = 102)	Percent
Age		
25 – 29	11	10.8
30 – 34	27	26.5
35 – 39	13	12.7
40 – 44	15	14.7
45 – 49	7	6.9
50 – 54	15	14.7
55 – 59	10	9.8
60 – 64	4	3.9
Sex		
Male	35	34.3
Female	67	65.7
Length of Service (in years)		
Below 10	50	49
11 – 20	45	44.1
21 – 30	5	4.9
31 – 40	1	1
41 – 50	1	1
Educational Attainment		
MA units	27	26.5
MA Degree	46	45.1
Doctoral Units	21	20.6
Doctoral Degree	8	7.8
Seminars		
Below 10	20	19.6
11 – 20	49	48
21 – 30	24	23.5
31 – 40	8	7.8
41 – 50	1	1

The table showed that most School Heads were aged 30 to 34, with 27 or 26.5 percent of them. Those School Heads who followed this were aged 40 to 44 and 50 to 54, 15 of them. Only four School Heads were in the age range of 60 to 64, with a percentage of 3.9. These figures showed a distribution of the age of the School Heads across the different age groups. However, it should be noted that one-half of the School Heads were below the middle age of forty while one-third of them were below 35. This implied that many School Heads are young yet already holding important positions in the Department of Education.

In terms of sex, the majority of the respondents were female, with 67 or 65.7 percent of them as such. It meant that the female gender dominated School Heads in this part of the province, which meant the female School Heads eclipsed male School Heads. Are female educators more inclined to lead the educational system in Northern Samar? - this question raises an issue that should be investigated further beyond this study.

In terms of length of service, almost half of the School Heads had spent below ten years in their current position, with 50 or 49 percent. This is followed by those who have spent 11 to 20 years in the service, with 45 or 44.1 percent of them as such. Only one or 1 percent have spent 31 to 40 or 41 to 50 years in the service. This finding suggested that almost all the School Heads in this study had spent below 20 years to reach the position. In fact, almost half of them had less than ten years in their current position, implying that in at the short time, they could lead school organizations and achieve their organizational objectives.

The educational attainment of the School Heads showed that 46 or 45.1 percent had acquired master's degrees while 27 or 26.5 percent were still in the process of acquiring them. Only eight or 7.8 percent of the School Heads had doctorate degrees, while 21 or 20.6 are working for the highest educational degree. This finding showed that less than one-third of the respondents had doctoral degrees. However, it should be noted that all of the School Heads were into professional development, which implied that they continued to develop and acquire skills necessary for their job as leaders of organizations.

Lastly, the seminars attended by the School Heads showed that almost half of them, 49 or 48 percent, had attended 11 to 20 relevant seminars in the DepEd. Twenty-four of them had attended 21 to 30 seminars with 23.5 percent. These figures showed that the School Heads actively develop their skills by attending many seminars. It implied that the School Heads under study were continuously improving their craft and did not stop acquiring new knowledge besides the knowledge they learned in formal classrooms.

3.2. Leadership Qualities of School Heads

The leadership qualities of the School Heads were measured using the following factors: challenging the people, inspiring people, enabling others to act, modeling the way, and encouraging people. Table 2 shows that all these indicators of the School Heads' leadership qualities were very satisfactory. Most of the respondents were found to have very satisfactory leadership qualities worthy of emulation. The very

satisfactory qualities of the School Heads in challenging people meant that they looked for opportunities to test the skills and abilities of the teachers. This finding implies that the School Heads stayed up to date with new developments and looked for innovative ways the organization could improve the school operation.

Table 2. Leadership qualities of School Heads

Leadership Qualities	Mode	Interpretation
Challenging People	4	Very Satisfactory
Inspiring People	4	Very Satisfactory
Enabling others to act	4	Very Satisfactory
Modeling the way	4	Very Satisfactory
Encouraging people	4	Very Satisfactory
Grand Mode	4	Very Satisfactory

In inspiring people, a very satisfactory rating meant that the School Heads looked ahead and forecasted the school's future. They communicated a positive and hopeful outlook for the future. They are very excited and enthusiastic about their school's possibilities in educating the young learners in the community. A similar finding was presented by Nyamubi (2021) about school managers' inspiring practices, which arouse enthusiasm among teachers. Meanwhile, Gyansah, Ogola, and Guantai (2020) concluded that School Heads' inspirational motivation and leadership behaviors significantly positively affected students' academic achievement.

School Heads were also found to have a very satisfactory rating when enabling others to act. They usually involved the team in planning the action. School Heads were also found to have a very satisfactory rating when enabling others to act. They usually involve the team in planning the action they will take for the school. They treated all members of the school organization with dignity and respect and gave people the latitude to make their own decisions.

Similarly, Senekal and Lenz (2021) found that leaders sometimes demonstrated the other five behavioral variables that enabled them to act. The findings imply that leaders need to be aware of their managerial deficiencies and develop strategies to attain organizational goals. They must treat all members of the school organization with dignity and respect and give people much discretion to make their own decisions.

The School Heads were found to be modeling rather than giving orders in attaining the school objectives. They made sure that teachers and staff set clear goals, made plans, established milestones for the organization, and stuck with their agreed values. Termed "emotional labor", Maxwell and Riley (2017) agree on its impact on the emotional demands at work, burnout, and job satisfaction of educational leaders. The findings reflect the importance of showing how the School Head should do things before relaying the tasks to their subordinates.

Lastly, the School Heads have shown very satisfactory leadership qualities in encouraging people. In the same vein, Day, Gu, and Sammons (2016) concluded that schools' abilities to improve and sustain effectiveness over the long-term result from the principals' understanding and diagnosis

of the school's needs and their application of clearly articulated, organizationally shared educational values. This meant that most of these School Heads recognized teachers and staff for their contributions to its success, and they praised people for a job well done and gave team members lots of appreciation and support for their contributions.

3.3. Performance of School Heads based on NAT Results

The performance of School Heads was measured by determining the results of the National Achievement Test of the schools they represent. Table 3 showed that the majority of the School Heads, 55 or 53.9 percent, had schools with average mastery in the achievement test, and only 47 or 46.1 percent had moved towards mastery level of NAT performance. This finding showed that most of the School Heads have students who perform below the national average of the NAT. This only meant that the School Heads were not performing well as leaders in the schools. The majority whose students who performed with average mastery could not be doing enough to address the difficulty in the teaching and learning to progress the performance of the pupils.

Table 3. Performance of School Heads based on NAT results

Rating	Descriptive Equivalent	Frequency (N = 102)	Percent
66 – 85	Moving towards mastery	47	46.1
35 – 65	Average mastery	55	53.9

School Heads faced difficult issues that could make or break them as public servants. The overall low performance in the NAT calls for leaders to adapt to the changing environment and situations in the office or the community. However, since most School Heads are appointed without orientation on leadership skills, we may wonder what kind of leaders they are. Given this, Amanchukwu, Stanley, and Ololube (2015) mentioned that applying leadership styles, principles, and methods offers a great opportunity to further refine educational leadership and management policies and practices by accepting and utilizing the basic principles and styles of educational leadership. What kind of leadership qualities do they need in order to be capable of leading change? Indeed, each School Head has a unique and special leadership style that underlies a relatively stable behavior pattern in response to ideas, objects, or people in the environment.

3.4. Relationship between School Heads' Leadership Qualities and School Performance on NAT

The Spearman-Rank correlation was utilized to test the relationship between School Heads' leadership qualities and school performance in the National Achievement Test, as shown in Table 4. The result revealed that the leadership qualities of School Heads and school performance based on NAT results were negligibly correlated. Upon testing for significance between the two variables investigated, which was set at a 0.05 level of significance, the result showed no significant relationships between the parameters of the leadership qualities and school performance.

Table 4. Relationship between School Heads' leadership qualities and school performance in NAT

Leadership Qualities	School Performance on NAT			
	Measure	Interpretation	P-value	Interpretation
Challenging People	$\rho = .165$	Negligible	.097	Not Significant
Inspiring People	$\rho = .057$	Negligible	.571	Not Significant
Enabling others to act	$\rho = .080$	Negligible	.423	Not Significant
Modeling the way	$\rho = -.138$	Negligible	.168	Not Significant
Encouraging people	$\rho = .143$	Negligible	.153	Not Significant

$\alpha = 0.05$

The five indicators of the leadership qualities of School Heads were correlated with the NAT performance of each school they represent. The analysis showed that challenging people did not significantly correlate with NAT performance ($r = 0.165$, $p > 0.05$). This result contradicts the findings of De Vries, Bakker-Pieper, and Oostenveld (2010) findings, concluding that leadership styles mediate the relations between communication styles and leadership outcomes. This finding implies that the School Heads were not doing enough to challenge their teachers to develop innovative ways to improve the students' performance.

In inspiring people, no significant relationship was also found with NAT performance ($r = 0.057$, $p > 0.05$), suggesting that most School Heads do not communicate a positive and hopeful outlook related to students' performance. Similarly, Koech and Namusonge (2012) noted a relatively low correlation between transactional-leadership behaviors and organizational performance. This could also mean that most School Heads were not doing their best to inspire the teachers and students.

No significant relationship was found between enabling others to act and NAT performance ($r = 0.080$, $p > 0.05$). This meant that involving teachers in planning the school's activities had nothing to do with the students' performance in the NAT. This finding suggested that giving teachers discretion to make their own decision didn't positively affect students' performance on the national achievement test.

Modeling the way also showed no significant relationship with NAT performance ($r = -0.138$, $p > 0.05$). This meant that even School Heads who have a clear idea about her/his leadership philosophy had little or negligible impact on the students' performance in the NAT. Modeling pedagogical strategies was not enough to uplift students' performance in the NAT. This finding was important considering that School Heads lead the teachers in running the school organization. Who would if they cannot improve the school's performance in the NAT?

Lastly, encouraging people did not significantly correlate with NAT performance ($r = 0.143$, $p > 0.05$). This meant that School Heads were not doing enough to encourage teachers' contribution to the achievement of organizational goals. Praising and appreciating teachers' efforts did not reflect on students' performance in the NAT. This is a serious issue considering that teachers should be motivated enough to facilitate students' learning. However, this finding also suggests that other factors could be involved in why students

performed less than the national average. This is, however beyond the scope of this study.

5. Conclusion

Based on the findings of this study, the majority of the respondents are aged 30-34 years old, female, with at most ten years in the profession, hold a master's degree, and have attended 11-20 seminars and conferences. This means they were provided with professional development programs to prepare them for their managerial roles. The respondents possess a very satisfactory level of leadership potential in challenging people, inspiring people, enabling others to act, modeling the way, and encouraging people. Most schools located in the pacific towns of Northern Samar performed an average mastery in the national achievement test. Finally, there is no significant relationship between the leadership qualities of School Heads and school performance on the national achievement test. The leadership qualities of the School Head have nothing to do with the students' performance; hence, no specific leadership style results in better student performance.

Although the result reveals that the leadership performance of School Heads does not affect the NAT result, there is still a need to enhance leadership competence to improve pupils' performance. Specifically, the author recommends the following: local training workshops should be designed and conducted on the awareness of the leadership qualities of the School Heads and teachers, and the Division Office of the DepEd should enhance human relations among students and school Heads to maintain a smooth and harmonious relationship. This would lead to an effective transfer of knowledge from the school leaders to the teachers and ultimately to students, and a replication study should be conducted using the same variables but in a larger context. A similar study in the whole province would give us a better view of the result. Another study should be conducted by correlating leadership qualities with the performance and personality traits of the School Heads. The performance of the School Heads should be rated by themselves and the teachers.

References

- Baker, E., Betebenner, D. & Linn, R. (2012). Accountability systems: implications of requirements of the no child left behind act of 2001. *Education Research*, 31/6. Retrieved Oct. 2019 from: <http://research.cse.ucla.edu/Reports/TR567.pdf>.
- Barnett J. & T. McCormick (2014). *Recommendations from North Carolina's National Board Certified Teachers on how to support and staff high-needs schools*.
- Bass, B. M. (2010). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications* (3rd ed.). New York, NY: The Free Press.
- Bass, B.M. (2010). *Leadership and performance beyond expectations*. New York: Free Press.
- Bentley, R. J. & R. T. Blackburn, (2003). Faculty research productivity. *Research in Higher Education*, 34(6), 725-730.
- Black, S. (2011). Morale matters. *American School Board Journal*, 188(1), 40-43.
- Blase, J., & Blase, J. (2014). The dark side of leadership: teacher perspectives of school head mistreatment. *Educational Administration Quarterly*, 38(5), 671-727.
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37(5), 662-683.
- Burke, K., (2013). The school head's role in supporting teacher leadership and building capacity: teacher and administrative perspectives. Doctoral Dissertation, San Diego State University, San Marcos.
- Burns, J.M. (2008). *Leadership*. New York: Harper & Row.
- Cawelti, G. (1984). Behavior patterns of effective school heads. *Educational Leadership*, 41(5), 3. Retrieved February 16, 2018, from Academic Search Premier database.
- Cho, Y. K. (2012). The relationship between the Catholic teacher's faith and commitment in the Catholic high school. *Journal of Catholic Education*, 15(2).
- Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *Journal of Experimental Education*, 60.
- Collins English Dictionary
- Collins English Dictionary (2003). Complete and Unabridged. HarperCollins Publishers.
- DepEd order no.32. s.2010. National adoption and implementation of the national competency-based standards for school heads. *DepEd Orders*.
- Edmonds, N. A. (2009). Improving with team building. *Dissertation Abstracts International*, 70 (09).
- Education (n.d.). Wikipedia online. Retrieved from http://wikipedia.org/wiki/educational_attainment/
- Evans, V., & Hunter-Boykin, H. S. (1995). The relationship between high school school heads' leadership and teachers' morale. *Journal of Instructional Psychology*, 22(2), 152-162.
- Flores, Nestor U. (2014). Self-efficacy and resiliency of secondary public school school heads in Northern Samar. *Unpublished doctoral dissertation*. University of Eastern Philippines.
- Fullan, M. (2012). The changed leader. *Educational Leadership*, 16-20.
- Gentilucci, J. L., & Muto, C. C. (2007). School heads' influence on academic achievement: The student perspective. *NASSP Bulletin*, 91(3), 219-236.
- Guzman J. (2007). *Leadership styles, maturity levels, and job satisfaction in elementary schools*. (Doctoral Dissertation) Dissertation Abstracts International, 42(03), 930.
- Hackman, M. Z., & Johnson, C. E. (2000). *Leadership: The Communication Perspective*. Prospect Heights, IL: Waveland Press.
- Hallinger, P., & Heck, R. (2010). *Exploring the school head's contribution to school effectiveness, 1980 – 1995*. Washington, DC: Institute for Educational Leadership. <https://www.tandfonline.com/doi/abs/10.1080/0924345980090203>
- Henkin, A.B., & Holliman, S.L. (2009). Urban teacher commitment: Exploring associations with organizational conflict, support for innovation, and participation. *Urban Education*, 44(2), 160-180.
- Hunter-Boykin, H. S., Evans, V. (2005). The relationship between high school school heads' leadership and teachers' morale. *Journal of Instructional Psychology*, 22(2). 152-162. Retrieved Jan. 4, 2018, from Academic Search Premier database.
- Jantzi L. & Leithwood, R. (2006). *The Leadership Qualities Inventory: Theory and Evidence Behind the Five Qualities of Exemplary Leaders*. Retrieved March 5, 2018, from http://media.wiley.com/assets/463/74/lc_jb_appendix.pdf
- Kinsey, G. (2006). Understanding the dynamics of No Child Left Behind: Teacher efficacy and support for beginning teachers. *Educational Leadership and Administration*, 18, 147-162. <https://eric.ed.gov/?id=EJ795138>
- Knab, D. K. (2009). A comparison of the leadership qualities of school heads of high school that work school as measured by the leadership qualities inventory. *Academic Leadership*, 7(2), 1-12.
- Leithwood, K., (2012). Transformational school leadership effects: A *School Effectiveness and School Improvement Journal*, 10(4), 451-79.
- Lippitt, G. L. (1999). Looking at leadership. *Training and Development Journal*, 23(10), 2-3. Retrieved from Academic Search Premier database.
- Lunenburg L. & R. Ornstein, 2014. Vision and leadership: Paying attention to intention. *Peabody Journal of Education*, 63(1), 150-173. <https://doi.org/10.1080/01619568509538505>
- Lunenburg, F. C., & Ornstein, A. C. (2014). *Educational administration: Concepts and qualities* (4th ed.). Belmont, CA: Wadsworth.
- Mackenzie, N. (2007). More complex than we think? *The Australian Educational Researcher*, 34(1), 89-104.
- Marchington, L., Earnshaw, J., Torrington, D., & Ritchie, E. (2014). The local education authority's role in operating teacher capability

- procedures: Working towards best practice. *Educational Management Administration Leadership*, 32(1), 25-44.
- Marzano, R. J., McNulty, B. A., & Waters, T. (2005). *School leadership that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mead, S., & Rotherham, A. (2003). Teacher quality: Beyond no child left behind. A response to Kaplan and Owens (2012). *NASSP Bulletin*, 87(635), 65-76.
- Posner, B. Z., and Kouzes, J. M. (1988). Development and Validation of the Leadership Qualities Inventory. *Educational and Psychological Measurement*, 48(2), pp. 483-496
- Randall, L. (2012). *Leadership: The Communication Perspective*. Prospect Heights, IL: Waveland Press.
- Reina, D., & Reina, M. (1999). *Trust and betrayal in the workplace: building effective relationships in your organization*. San Francisco, CA: Berrett-Koehler.
- Reininger, M. (2012). Hometown disadvantage? it depends on where you're from teachers' location preferences and the implications for staffing schools. *Educational Evaluation and Policy Analysis*, 34(2).
- Reyes, P., & Shin, H.S. (1995). Teacher commitment and job satisfaction: A causal analysis. *Journal of School Leadership*, 5(1), 22-39.
- Spillane, J. P. (2005, Winter). Distributed Leadership. *The Educational Forum*, 69(2), 143-150.
- Taylor, P. (2014). Leadership in education. *Emergency Librarian*, 21(3), 9-17. Retrieved from Academic Search Premier database.
- Yuen N. and S. Chang (2010). The changing roles of teachers in an era of high-stakes accountability. *American Educational Research Journal*, 44(3), 519-558.