



Impact of School Heads Management Styles on the Teacher's Instructional Competence and School Performance

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Abstract

This study identified, analyzed and evaluated the impact on management styles of school heads, teachers instructional competence and school performance in Abuyog South District, Leyte Division. Using ex post facto descriptive-correlational research design involving twelve (12) school heads, one hundred eighteen (118) teachers, and five hundred ninety (590) students through purposive sampling. Most of the school heads are in their old and middle age, married, and evenly divided in terms of sex. All school heads are pursuing their post graduate studies in one form or another, and majority have less than 10 years of administrative experience. The data revealed that the school heads management style have a strong positive impact on teachers instructional competence and a moderate impact on school performance. The high competency level of teachers in instructional competencies and above-average or moving towards mastery in school performance in Abuyog South District, Leyte Division. The school heads employed a combination of transformational and transactional management style. However, for school performance, given the moderate magnitude of the relationship between school heads management style and school performance. The findings of this study offer valuable insights as to how school heads management style impact teachers instructional competence and school performance.

Keywords: Impact; School Heads; Management Styles; Instructional Competence; and School Performance.

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1. Introduction

Education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal [1]. Every leader has a vital role to play in the growth and development of his or her organization. Leadership in schools has been a major cause for concern, not only in our Philippine society but on a global level. Leaders are symbolically seen as bulwarks, as they are totally responsible for the success of their organization. Although the school comprises of various entities of leadership, the principal plays a dominant role, one that is inextricably linked to the growth and development of the school [2].

The role of the modern principal/school heads has evolved from management-oriented to instruction-based functions. The actions of modern principals should be rooted in the goal of improving teaching and learning [3]. enumerated characteristics of effective instructional leaders: a) identify and communicate the mission and vision of the school; b) maintain a school environment that is conducive to learning; c) promote the professional development of staff; d) monitor teachers' instruction; e) maintain a positive school climate and initiate organizational change. Accordingly, the accountability efforts in education have increased, and there has been an increased interest in the significance of effective management or leadership style, this can be seen with the Department of Education's establishment and implementation of the Results-Based Performance Management System (RPMS), which aims to ensure organizational effectiveness and track individual improvement and efficiency by cascading the institutional accountabilities to the various levels, units and individual personnel.

2. Methods

2.1 Research design

The study follows the ex post facto design combined with descriptive-correlational and data mining approach. A survey questionnaire based on the Multifactor Leadership Questionnaire (MLQ) [4] is used in gathering the data on management styles and another standardized survey questionnaire on Teacher's Instructional Competence taken from the study "Master Teachers as Instructional Leaders: An Exploration of School Leadership Capacity in the Division of Biliran" [5] . Aside from the questionnaire, data mining is employed in gathering data school's performance.

The design is believed to be appropriate given the social nature of the study wherein it is not possible or acceptable to manipulate the characteristics of human participant, and we are investigating variables that are after-the-fact.

2.2 Research Respondents

The purposive sampling method or non-probability selection is used in this study. The respondents for this study are school administrators and teachers in Abuyog South District, Leyte Division. The sample will be selected based on two criteria; persons who are currently employed as teachers and school administrators in the

elementary educational system of the said school district. The sample is 12 school heads, 118 teachers and 590 students (5 selected students per teacher).

2.3 Research Instrument

The study utilized three (3) survey questionnaires which is adapted from the Multifactor Leadership Questionnaire (MLQ) and Teacher's Instructional Competence taken from the study "Master Teachers as Instructional Leaders: An Exploration of School Leadership Capacity in the Division of Biliran".

The first questionnaire (for school heads) was composed of two (2) parts with the following purposes: Part 1 establish the profile of the school administrators and teachers in terms of official designation, age, sex, civil status, highest educational attainment, in-service training attended, and length of administrative experience; and Part 2 to elicit data on the management style of the school administrators. The second questionnaire (for teachers), only have the second part and will be used by teachers to rate the management style of their respective school heads. The third questionnaire (for students), contains the Teacher's Instructional Competence survey rated by the students.

The Multifactor Leadership Questionnaire (MLQ Form 5X), has been widely used in scholarly research to measure individuals' range of leadership styles since 1995 [6]. This instrument was selected because it was designed to measure the degree to which leaders rely upon each of three leadership styles: transformational, transactional and laissez-faire leadership [7].

The three leadership styles are composed of nine *first-order* factors [8]. Included in the transformational leadership style are: idealized influence (attributes), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individual consideration.

Transactional leadership style includes three *first-order* factors: contingent reward, management-by-exception (active) and management-by-exception (passive). Laissez-faire is a *first-order* factor, characterized by a lack of active leadership.

Writing in The Twelfth Mental Measurements Yearbook [9], observed that the MLQ could be used to measure "all levels of leadership". In their evaluation of the MLQ, concluded, "the MLQ stands apart from other measures of leadership in its sound psychometric properties" (p. 654).

In The seventeenth Mental Measurements Yearbook [10], noted that many studies have shown the MLQ to be a valid measurement of leadership style.

2.4 Data Gathering Procedure and Data scoring

Before the actual conduct of the study, the researcher sought permission from the Schools Division Superintendent to administer the survey questionnaire to the school administrators and teachers of Abuyog South District in Leyte Division.

Before administering the survey questionnaire, it was first subjected to content and face validation procedure with experts. After which the survey questionnaire was revised accordingly, finalized, and printed for purposes of data gathering.

The MLQ (Form 5X) is a 45-item survey that prompted participants to respond to leadership behaviors using a 5-point Likert-type scale.

Respondent are asked to decide the degree to which the listed leadership behaviors closely matches their own behavior (Self Form for School Heads) or their school head’s behavior (Rater Form for Teachers) by selecting from one of the five choices:

Score	Adjectival Description
1	Not at all
2	Once in a while
3	Sometimes
4	Fairly often
5	Frequently, if not always

Based on the participants’ responses, rating scores (1-5) will be matched with the appropriate question, added and divided by the number of items based on the questions distribution per subscale or factor shown below.

<u>Factor</u>	<u>Questions</u>
Idealized Influence (attributed)	#10, #18, #21, #25
Idealized Influence (behavior)	#6, #14, #23, #34
Inspirational Motivation	#9, #13, #26, #36
Intellectual Stimulation	#2, #8, #30, #32
Individualized Consideration	#15, #19, #29, #31
Contingent Reward	#1, #11, #16, #35
Management by Exception (active)	#4, #22, #24, #27
Management by Exception (passive)	#3, #12, #17, #20
Laissez-Faire Leadership	#5, #7, #28, #33
Extra Effort	#39, #42, #44
Effectiveness	#37, #40, #43, #45
Satisfaction	#38, #41

The Teacher’s Instructional Competence questionnaire is an 80-item survey divided into four (4) parts that prompted students to respond to statements related to instructional competence using a 5-point Likert-type scale. Respondent are asked decide the degree to which the statement best describe the teachers by selecting from one

of the five choices:

Mastery of the Subject Matter

Score	Adjectival Description
1	Not mastered at all
2	Slightly mastered
3	Moderately mastered
4	Mastered
5	Highly Mastered

Teaching Strategy and Classroom Management

Score	Adjectival Description
1	Low
2	Fair
3	Satisfactory
4	High
5	Very High

Evaluation

Score	Adjectival Description
1	Low
2	Fair
3	Satisfactory
4	Good
5	Excellent

2.5 Statistical Treatment of the Data

Scores for the three broad management styles were calculated following the procedures as reported by Stanley (2004) and using a chart from the MLQ Manual that corresponds the nine MLQ factors to the three broad styles. This correspondence between the factors and the broader indexes is based on [11], Full Range of Leadership theoretical model as articulated in the MLQ Manual and in numerous published studies.

The tabulated and scored data were subjected to statistical treatment using frequency counts, percentage distributions, weighted means, Spearman-Rho, and regression is utilized to establish the significant relationship among variables.

3. Results and Discussion

3.1 Socio-Demographic Profile of School Heads

Table 1 shows that most of the school heads in Abuyog South District, Leyte Division are in their old and

middle age, married, and evenly divided in terms of sex.

All of the school heads are pursuing their post graduate studies with a third already having their master’s degree and another third pursuing their doctorate degree. In terms of administrative experience, majority have less than 10 years of experience.

Table 1: Socio-Demographic Profile of School Heads(age, sex, civil status, highest educational attainment, official designation, and length of administrative experience)

Variable	f	%
<i>Age</i>		
60 and above (senior citizen)	0	0.00
46 to 59 (old age)	7	58.30
22 to 45 (middle age)	5	41.70
21 and below (young)	0	0.00
Total	12	100
<i>Sex</i>		
Male	6	50.00
Female	6	50.00
Total	12	100
<i>Civil Status</i>		
Single	1	8.30
Married	11	91.70
Separated	0	0.00
Annulled	0	0.00
Widow / Widower	0	0.00
Total	12	100
<i>Highest Educational Attainment</i>		
Doctorate Degree	1	8.30
Master’s Degree with Doctorate Units	2	16.70
Master’s Degree	4	33.30
Baccalaureate Degree with Master’s Units	5	41.70
Baccalaureate Degree	0	0.00
Total	12	100
<i>Official Designation</i>		
Teacher-in-Charge	4	33.30
Head Teacher I	0	0.00
Head Teacher II	1	8.30
Head Teacher III	2	16.70
Principal I	4	33.30
Principal II	1	8.30
Total	12	100
<i>Length of Administrative Experience</i>		
9 years and below	8	66.7
10 to 14 years	1	8.30
15 to 19 years	1	8.30
20 years and above	2	16.70
Total	12	100

3.2 Management Styles of School Heads

Table 2: Management Styles of School Head (Overall Mean Scores Per Leadership Construct)

Leadership Construct	Mean	SD	Adjectival Description
<i>Transformational Leadership Style</i>			
Idealized Influence (Attributed)	4.00	.2820	Fairly Often
Idealized Influence (Behavior)	4.13	.3917	Fairly Often
Inspirational Motivation	4.17	.3427	Fairly Often
Intellectual Stimulation	4.13	.3108	Fairly Often
Individualized Consideration	3.65	.4454	Fairly Often
AWM	4.01		Fairly Often
<i>Transactional Leadership Style</i>			
Contingent Reward	4.27	.4191	Fairly Often
Management by Exception – (Active)	3.17	.5773	Sometimes
AWM	3.72		Fairly Often
<i>Laissez-Faire Leadership Style</i>			
Management by Exception (Passive)	1.44	.3220	Not at all
Laissez-Faire Leadership	1.42	.2462	Not at all
AWM	1.43		Not at all

Table 2 revealed that the school heads of Abuyog South District, Leyte Division, use a combination of transformational and transactional management style.

This means that they have associates who view them in an idealized way, and as such, these school heads wield much power and influence over their followers. Teachers want to identify with the school heads and their mission.

They develop strong feelings about such school heads, in whom they invest much trust and confidence. These school heads arouse and inspire others with whom they work with a vision of what can be accomplished through extra personal effort.

The school heads are also the type of leaders who work toward recognizing the roles and tasks requires for teachers to reach achieved outcomes; they also clarify what these requirements, thus creating the confidence they need to exert the necessary effort.

They also recognize what teachers need and desire, clarifying how those needs and desires will be satisfied if the teacher expends the effort required by the tasks. They provide motivation to perform with a sense of direction and help energize others.

3.3 Teachers' Instructional Competence

Table 3: Teachers’ Instructional Competence (Overall Mean Scores)

Factor	Mean	SD	Adjectival Description
Mastery of Subject Matter	4.31	.3936	Mastered
Teaching Strategy	4.21	.4158	High
Classroom Management	4.38	.3820	High
Evaluation	4.48	.2908	Good
AWM	4.35	.3534	Highly Competent

As shown in table 3, the over-all mean scores of teachers' instructional competence believed that the teachers in Abuyog South District were Highly Competent in terms of Instructional Competence combining mastery of subject matter, teaching strategy, classroom management and evaluation.

3.4 School Performance of Elementary Schools in Abuyog South District

Table 4: School Performance of Abuyog South District

	MPS	Descriptive Equivalent
<i>Elementary Schools</i>		
Abuyog South CS	86.02	Closely Approximating Mastery
Odiongan ES	85.44	Moving Towards Mastery
Capili-an ES	84.92	Moving Towards Mastery
Hampipila ES	84.86	Moving Towards Mastery
Nebga ES	84.36	Moving Towards Mastery
Sta. Fe – Sto. Niño ES	82.41	Moving Towards Mastery
Salvacion ES	79.62	Moving Towards Mastery
Libertad ES	79.07	Moving Towards Mastery
Mahagna ES	78.56	Moving Towards Mastery
Pagsang-an ES	74.74	Moving Towards Mastery
Maitum ES	74.17	Moving Towards Mastery
New Taligue ES	65.00	Average
AMPS	79.93	Moving Towards Mastery

Table 4 shows the school performance per elementary school in Abuyog South District, the average mean percentage score for the whole district is 79.93 translating to “Moving towards Mastery”. This highest in school performance is Abuyog South Central School with a mean percentage score of 86.02 or “Closely Approximating Mastery”, while the lowest in school performance is New Taligue Elementary School with 65.00 or “Average”. Overall, we can conclude that school performance in Abuyog South District is above average and is moving

towards mastery.

3.5 Relationship of Variables

Table 5: Relationship between the Socio-Demographic Profile of the School Heads and their Management Style

Variable	r-value	p-value	Interpretation
Age	.319	.312	Failed to Reject H ₀₁
Sex	.193	.547	Failed to Reject H ₀₁
Civil Status	.000	1.000	Failed to Reject H ₀₁
Highest Educational Attainment	.584	.046	Reject H ₀₁
Official Designation	.131	.685	Failed to Reject H ₀₁
INSET Attended	-.313	.322	Failed to Reject H ₀₁
Length of Administrative Experience	.389	.212	Failed to Reject H ₀₁

Table 5 revealed that the r-value of .584 further indicates a moderate uphill relationship between the two variables tested. We can postulate that as a school head pursues his/her post-graduate studies, he/she learns more about leadership and different management styles and how it is applied in a realistic setting. And it enables him/her to become an efficient leader having the attributes of a transformational and transaction leader, and at the same time, eliminating passive-avoidance tendencies.

Table 6: Relationship between the School Heads' Management Style and Teachers' Instructional Competence

Variable	r-value	p-value	Interpretation
School Heads' Management Style	.809	.016	Reject H ₀₂
Teachers' Instructional Competence			

Table 6 revealed the Spearman's rho correlation results between the school heads' management style and teacher's instructional competence. The p-value of .016, which is less than alpha ($\alpha=0.05$), means that the null hypotheses that there is no significant relationship between the school heads' management style and teacher's instructional competence, is rejected. The r-value of .809 indicates of a strong positive linear relationship

between the two variables. Based on these results, it can be implied that the management style of the school heads has an impact on teacher's instructional competence. For this study, the researcher found out that the school heads management style was a combination of transformational and transactional leadership style, which, the researcher believes, can be attributed for the high teacher's instructional competence.

4. Conclusion

Based on the findings drawn from the research questions put forth in this study, the following conclusions were drawn. School heads management style have a strong positive impact on teachers' instructional competence and a moderate impact on school performance. The high competency level of teachers in instructional competencies and above-average or moving towards mastery schools performance in Abuyog South District, Leyte Division, can be attributed to the school heads employing a combination of transformational and transactional management style. However, for school performance, given the moderate magnitude of the relationship between school heads management style and school performance, other factors could be at play and it warrants further investigation.

5. Recommendations

The following are the recommendations based on the results of the study.

1. School administrators and heads should promote, practice, and improve these two management styles, namely transformational leadership and transactional leadership regularly.
2. School administrators should assess school heads management style, teachers' instructional competence, and school performance yearly to ensure sustainability and improvement.
3. School heads could look further into ICT integration in instructional delivery by providing the necessary trainings and resources to teachers.
4. Even though the findings of this study offer valuable insights as to how school heads management style impact teachers' instructional competence and school performance, the study was limited by sample size, therefore limiting theme saturation. Conducting the study division wide or regional wide could provide an opportunity to determine if the results from this study are consistent when performed on a larger scale.
5. This study used a Multifactor Leadership Questionnaire (MLQ) to assess the school heads management style. While the MLQ is based on the perception of the school heads and teachers, other instruments could further assess additional attributes of management practices.

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