Leadership Competencies of School Heads of Public Secondary Junior High School as Correlates to Organizational Effectiveness

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Abstract: The primary purpose of this study was to assess the leadership competencies and organizational effectiveness of school heads in public secondary junior high schools in terms of instructional competencies, creating student-learning climate, human resource management and professional development, parent involvement and community partnership, personal and professional attributes, and interpersonal effectiveness. It focused on the significant relationship of leadership competencies and organizational effectiveness. A total of 108 school heads of the Schools Division of Batangas Province served as respondents in this study and a descriptive design was employed. A researcher made survey questionnaire used as tool in gathering the needed data. For the analysis of the data, frequency, weighted mean, and Pearson r were used. The result revealed that the school heads were rated outstanding in all variable learning competencies. A very high degree of correlation was noted between leadership competencies and organizational effectiveness of school heads which implies that those with adequate knowledge of conceptual, human skills and leadership competencies of school management can make a difference in managing the public secondary schools as educational organizations. Limitations of the study were the respondents, sample size and location of the study. The study is original and can be replicated in public elementary schools in Batangas Province.

Keywords: Instructional competencies, Leadership competencies, Organizational effectiveness.

1. Introduction

As the world of work continues to undergo changes at a rapid pace, organizations and leaders must be made conscious enough to explore alternative means of developing the knowledge, skills, and abilities needed by leaders to succeed in a dynamic environment. School heads, teachers, and school administrators, as employees of school institution play a very important role in molding and developing students into movers of society, who will make a difference to ensure a sustainable future. School head's leadership when examined in the context of general leadership categories align best with both instructional and participative categories of leadership. Instructional leadership competencies deal with organizational variables that impact teachers, such as school culture as well as with teachers, behaviors and activities that directly affect the growth of students. (Yurk-Barr and Durk, 2014)

In the fast-changing world, we can observe that organizations and their leaders have been experiencing sweeping changes in the workplace with rapid technological advancements, increased globalization, shifting organizational structures and dynamic career patterns that continuously happening over the last decades. In preparation programs school heads learn the skills of management. Few have the opportunity to acquire the skills needed to exercise leadership in their schools. The most important school heads leadership skills are: Collaboration skills- establishing group norms, selecting a leader, and determining goals. Facilitating skills- introducing the topic, leading the discussion, keeping the group on track. Clarifying, mediating, dealing with negativity and knowing when to summon outside expertise. Planning skills- teachers typically pass through the following steps: brainstorming determining what would count as evidence, collecting analysing relevant data. Action and Evaluating skills-setting goals, determining evidence of success planning actions, maintaining logs of activities. (F. Danielson, 2015)

Currently, the pressures on schools to improve and to raise standards of achievements are somewhat unlikely to recede in the next few years. The real challenges that the school are facing nowadays, are no longer how to improve but how to sustain such improvement. The five practices of exemplary leadership such as model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. (James M. Kouses and Barry Posner, 2016).

Apparently, sustainability depends on how internal capacity of the school to maintain and support the developmental works. The leadership competencies in this particular phase of school situation is very vital because he is the key person in terms of the success and failure of this venture. There are seven identified skills of the school head. (1) School heads use evidence and data in decision making (2) school heads recognize opportunities and initiative; (3) school heads mobilize people around a common purpose; (4) school heads marshall resources and take action;(5) school heads monitor progress and adjust their approach as conditions change; (6) school heads sustain the commitment of others and anticipate negativity; and lastly (7) school heads contribute to a learning

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organization, Danielson (2015).

Disposition of the school heads defines how he handles the different situations; these are where school heads skills emanates from. There are nine (9) dispositions of school head; (1) deep commitment to student learning (2) optimistic and enthusiastic (3) open –minded and humble (4) courageous and willing to take risks (5) confident and decisive (6) tolerant of ambiguity (7) creative and flexible (8) persevere (9) willing to work hard. (Danielson, 2015)

Leadership is considered one of the most important behavioural roles exercised by managers in their efforts to make organization perform and accomplish certain goals and targets. Moreover, leadership is a versatile process that requires working with others in personal and professional relationships to accomplish a goal. Cultivating leadership skills is important for students who are developing professional competencies. The most successful people are leaders for they have the experiences needed in the real world and this proves that being a leader can help a person in having these qualities, one can now start in being a good leader and a better person in the future.

The researcher strongly believes that conduct of this study will improve his leadership capabilities and other school heads and will increase, maximize effectiveness and improvements in the organization

2. Research Questions

This study sought answers with the following questions:
1. What is the demographic profile of school head-respondents in terms of;
   1.1 Age
   1.2 Sex
   1.3 Civil Status
   1.4 Highest Educational Attainment
   1.5 Position
   1.6 Number of years in service
2. What are the leadership competencies of school-head respondents?
3. What are the organizational effectiveness of the school-head respondents?
4. Is there a significant relationship between leadership competencies and organizational effectiveness?

3. Methodology

The section presents the research design, population of the study, research instrument, validity of the instrument, data gathering procedure and the statistical treatment of data.

A. Sampling

The subject of the study were the school head of public secondary junior high school in the Schools Division Province of Batangas. Purposive sampling was used in identifying the number of respondents. Purposive sampling is a method of sampling that refers to a group of non-probability sampling techniques in which units are selected "on purpose" in purposive sampling.

B. Participants/Subject of the Study

The focus of the study were the School heads and 240 secondary school teachers of public junior high schools in the schools division of Batangas province with regards to their leadership competencies as it correlates to the organizational effectiveness.

Table 1 represents the distribution of school head respondents and teacher respondents in public Junior High School in the Division of Batangas.

C. Research Design

The researcher employed the descriptive research design with the questionnaire as the main tool for data collection.

D. Data Gathering Instrument

The research instrument used was the questionnaire which consists of three parts. The first was demographic profile of the respondents, the second part was the leadership competencies, and the third part was the questionnaire about the organizational effectiveness.

E. Data Gathering Procedure

In order for the researcher to conduct this study, a letter of intent to the Schools Division Superintendent was prepared and sent for formality of asking permission to conduct the study and questionnaire was distributed to the respondents through google forms. The link of questionnaire was sent to the respondents and was given enough time to answer.

All necessary information was compiled, evaluated, and treated with utmost confidentiality. Responses was tallied and tabulated for the purpose of interpretation.

1) Data analysis

The data gathered will be treated using the following statistical treatment.

Weighted Mean. It is an average in which each quantity to be averaged will be assigned a weight in the given variables of the study.

Rank. This will be used to determine which among the variables will get the highest frequency.

Frequency. It will be the number of occurrences the answer will be repeated.

Four-point Likert Scale. It is psychometric scale which will be used in scaling the responses in the survey using the rating scale of 1 to 4.

Table 1
Population of the Study

Area	School Heads Population	Teachers		Total Respondents	Percentage
		Population	Sample Size		
I	31	186	74	105	*30.17*
II	22	127	51	73	*20.98*
III	22	119	48	70	*20.12*
IV	33	168	67	100	*28.73*
TOTAL	108	600	240	348	*100.00*

F-Test. This test will be performed to identify if there is a significant relationship between the profile of the respondents and the variables of the study.

F. Research Instrument

The research instrument used was the questionnaire which consists of three parts. The first part was demographic profile of the respondents, the second part was the leadership competencies, and the third part was the questionnaire about organizational effectiveness.

G. Data Analysis

This represents, analyses, and interprets the data that were collected to answer the problems systematically. It is divided into the following areas: demographic profile of the respondents, leadership competencies and correlation of leadership competencies to organizational effectiveness.

H. Ethical Issues

The researcher submitted a request letter to Schools Division superintendent asking for permission to conduct study to the school heads of Congressional district 1 of Batangas Province to all of respondents to answer the questions honestly with the assurance that results of the study will be treated with full confidentiality.

4. Results and Discussion

A. Demographic Profile of School Head-Respondent and Teacher-Respondent

The data revealed that most of the school head respondents are within the age bracket of 41-50 and 21-40 for teacher respondents. It was also revealed that female outnumbered male respondents. It was noted that majority of the respondents preferred to be married and live with their families as they perform their chosen profession. The data also revealed that majority of the teacher respondents are with masteral units. The data also showed that majority of the school heads are 16- 30 years in service while the teacher respondents are within 31 years.

B. Leadership Competencies of School Heads of Public Secondary Junior High School

The following are considered as the school head correspondents' leadership competencies of the public secondary junior high schools: instructional competencies, creating student-learning climate, human resource management and professional development, parent involvement and community partnership, personal and professional attributes, and interpersonal effectiveness.

1) Instructional Competencies

Reflected in Table 3 are the results of the school heads and teacher-respondents of public junior high school in the area of instructional competencies.

A close examination of Table 3 shows that the respondents rated the public junior high school heads, outstanding in terms of instructional competencies.

2) Creating Student-Learning Climate

Table 4 shows the results of the respondents' assessment of the leadership competencies of public junior high school heads in terms of creating student-learning climate.

Going over Table 4, public junior high school heads were

Table 2
Profile of Respondents

Profile Variables	School Head		Teacher	
	Frequency	Percentage	Frequency	Percentage
Age				
21-40 years old	30	27.78	102	42.50
41-50 years old	54	50.00	87	36.25
51 years old above	24	22.22	51	21.25
TOTAL	**108**	**100.00**	**240**	**100.00**
Sex				
Male	44	40.74	92	38.33
Female	64	59.26	148	61.67
TOTAL	**108**	**100.00**	**240**	**100.00**
Civil Status				
Single	25	23.15	56	23.22
Married	83	76.85	184	76.67
TOTAL	**108**	**100.00**	**240**	**100.00**
Educational Attainment				
Bachelor Degree	16	14.82	82	34.17
With MA Units	30	27.78	104	43.33
Masteral Degree	43	39.81	42	17.50
With Doctorate Units	10	9.26	12	5.00
Doctorate Degree	9	8.33	0	.
TOTAL	**108**	**100.00**	**240**	**100.00**
Position				
Head Teacher	50	46.30	(T) 152	63.33
Principal	58	53.70	(MT) 88	36.67
TOTAL	**108**	**100.00**	**240**	**100.00**
Length of Service				
15 years and below	22	20.37	88	36.67
16-30 years old	66	61.11	102	42.50
31 years and above	20	18.52	50	20.83
TOTAL	**108**	**100.00**	**240**	**100.00**

assessed outstanding in student-learning climate competencies. Corroborating this finding was their composite weighted mean rating of 4.54.

A closure looks at Table 4 reveals that the school head of public secondary junior high school are outstanding in their leadership competencies, particularly in the domain of creating student-learning climate. Attesting to the veracity of the finding was the composite weighted means of 4.54.

3) Human Resource Management and Professional Development

As shown in Table 5, it can be noted that the respondents rated the school head outstanding in terms of human resource management and professional development. This finding was gleaned from their composite weighted mean response of 4.54.

4) Parent Involvement and Community Partnership

On the whole respondents rated the school head of public secondary junior high school, outstanding in their leadership competencies in terms of parent involvement and community partnership. Lending credence to this finding was their overall composite weighted mean rating of 4.49.

Apparently, the school heads were noted to be outstanding in parent involvement and community partnership. The finding indicates that they are professionally equipped with skills and values to be fully successful in leading educational organizations, particularly a harmonious partnership with external stakeholders and community as well. It can further be deducted for the foregoing, that the se school heads will not be seriously encountering problems with stakeholders and community people in the different school activities.

5) Personal and Professional Attributes and Interpersonal Effectiveness

As shown in the Table 7, it can be noted that the respondents rated school heads outstanding in terms of leadership competencies, particularly in terms of personal and professional attributes and interpersonal effectiveness.

The outstanding rating was given by the respondents to school heads with regard to personal and professional attributes and interpersonal effectiveness implies that they could lead effectively and accomplish numerous things in the school. Such can possibly be attributes to the leadership of the school and

Table 3
Ratings of School Heads and Teacher – Respondents on School Heads in Terms of Instructional Competencies

Indicators	School Head WM	Teachers WM	Combined WM	Verbal Deception
1.Identifies the drivers of change (e.g. political, social, technical, economic, organizational, professional environment)	4.50	4.54	4.52	Outstanding
2.Anticipates future challenges that will create the need for change and communicate these to others	4.48	4.56	4.52	Outstanding
3.Uses data and information to suggest improvements to service	4.42	4.51	4.52	Outstanding
4.Consults key people and groups when making decisions talking into account the values and priorities of the service	4.42	4.58	4.50	Outstanding
5.Makes just fair decisions to assure that nobody will react violently once the decisions are made	4.49	4.51	4.50	Outstanding
6.Takes responsibility for embedding new approaches into working practices	4.51	4.51	4.51	Outstanding
7.Evaluates the impact of changes on teachers and service delivery	4.48	4.53	4.71	Outstanding
COMPOSITE WEIGHT MEAN	**4.48**	**4.53**	**4.71**	**Outstanding**

Table 4
Ratings of School Heads and Teacher Respondents on School Heads in Terms of Creating Student-Learning Climate

Indicators	School Head WM	Teachers WM	Combined WM	Verbal Deception
1.Takes action when notices short fall in school safety	4.62	4.52	4.57	Outstanding
2.Review school practices to improve school safety and minimize task	4.63	4.51	4.57	Outstanding
3.Entertains feedback from other school personnel to contribute to improvements in service delivery	4.59	4.41	4.50	Outstanding
4.Uses feedback from teachers, parents, and other school personnel to contribute to improvements to service delivery	4.50	4.54	4.53	Outstanding
5.Works with others to constructively evaluate services	4.59	4.47	4.53	Outstanding
6.Puts forward ideas to improve the quality of services	4.54	4.54	4.54	Outstanding
7.Articulates the need for change and its impact on people (parents, teachers, and students) and services	4.52	4.52	4.52	Outstanding
COMPOSITE WEIGHT MEAN	**4.57**	**4.50**	**4.54**	**Outstanding**

Table 5
Ratings of School Heads and Teacher-Respondents of School Heads in Terms of Human Resource Management and Professional Development

Indicators	School Head WM	Teachers WM	Combined WM	Verbal Deception
1. Uses feedback from parents, teachers and colleague when developing plan	4.61	4.51	4.56	Outstanding
2. Assesses the available options considering its analysis in terms of benefits and risks	4.58	4.48	4.53	Outstanding
3. Delivers safe and effective services within the allocated resources	4.55	4.44	4.50	Outstanding
4. Supports team members in developing their roles and responsibilities	4.56	4.54	4.55	Outstanding
5. Encourages team members to capacitates their skills and talents considering their individual capacities and abilities	4.62	4.46	4.54	Outstanding
6. Analyzes information from range of sources about performances	4.58	4.51	4.55	Outstanding
7. Takes action to improve performance	4.48	4.50	4.49	Outstanding
COMPOSITE WEIGHT MEAN	**4.66**	**4.50**	**4.54**	**Outstanding**

involvement of the teachers and stakeholders in the operation of the school and its various programs.

C. Organizational Effectiveness of the School Heads of Public Secondary Junior High School as Assessed by the School Head themselves and Teachers

Based on the results, the outstanding rating of the school heads implies that they are equipped with leadership competencies that whatever trials, problematic situations that will come along, this school heads can still be expected to perform their tasks, duties, and responsibilities very commendably. This is parallel to the statement of Danielson

(2015) which says sustainability depends on how internal capacity of the school to maintain and support the developmental works. The leadership competencies in this particular phase of school situation are very vital because he is the key person in terms of the success and failure of this venture.

D. Correlation of Leadership Competencies and Organizational Effectiveness of School Heads of Public Secondary Junior High School

Table 9 shows that a substantial degree of correlation existed between leadership competencies and organizational

Table 6
Ratings of School Head and Teacher - Respondents on School Heads in Terms of Parents' Involvement and Community Partnership

Indicators	School Head WM	Teachers WM	Combined WM	Verbal Deception
1. Shares information and resources across networks/districts/schools	4.50	4.50	4.50	Outstanding
2. Communicates clearly and effectively with others	4.48	4.50	4.49	Outstanding
3. Listens to and takes into account the needs and feeling of others	4.52	4.40	4.46	Outstanding
4. Seeks contribution actively, participation, involvement and views from others	4.58	4.50	4.50	Outstanding
5. Manages conflicts of interest or differences of opinion comfortably	4.50	4.50	4.50	Outstanding
6. Puts myself forward to lead teams, always ensuring involve the right people at the right time and direction	4.50	4.50	4.50	Outstanding
7. Acknowledges appreciates the effort of other within the team and respect the team's decision.	4.52	4.54	4.51	Outstanding
COMPOSITE WEIGHT MEAN	**4.50**	**4.49**	**4.49**	**Outstanding**

Table 7
Ratings of School Heads and Teacher-Respondents on School Heads in terms of Personal and Professional Attributes and Interpersonal Effectiveness

Indicators	School Head WM	Teachers WM	Combined WM	Verbal Deception
1.Reflects on how own values and principles influence behaviour and impact on others	4.52	4.52	4.52	Outstanding
2.Seeks feedback others on strengths and limitations and modify behaviour accordingly	4.61	4.62	4.62	Outstanding
3.Remains calm and focused under pressure	4.52	4.50	4.51	Outstanding
4.Plans workload and deliver on commitments to consistently high standards demonstrating flexibility to service requirements	4.60	4.60	4.60	Outstanding
5.Seeks opportunities to learn and develop	4.50	4.50	4.51	Outstanding
6.Applies learning to practical work	4.57	4.59	4.58	Outstanding
7.Acts in an open, honest and inclusive manner-respecting other people's culture, beliefs and abilities	4.63	4.61	4.62	Outstanding
COMPOSITE WEIGHT MEAN	**4.57**	**4.50**	**4.54**	**Outstanding**

Table 8
Ratings of School Heads in Terms of Organizational Effectiveness

Indicators	School Heads VM	Teachers VM	Combined VM	Verbal Description
Attainment of strategies objectives based on Vision, Mission of the school	4.50	4.48	4.49	Outstanding
Increase of enrolment and adequacy of student services	4.55	4.53	4.54	Outstanding
Production of quality teaching materials, school facilities and equipment	4.44	4.43	4.44	Outstanding
Maximum utilization of all school resources to meet exigencies	4.60	4.60	4.60	Outstanding
Management to possible problems and other effects are greatly minimized and solved	4.60	4.58	4.59	Outstanding
High passing percentage in National/Division examinations	4.57	4.52	4.55	Outstanding
Performance of quality work by the school personnel for the welfare of learners	4.60	4.55	4.58	Outstanding
Formation of competent work teams	4.62	4.50	4.51	Outstanding
Increase of graduation rate	4.56	4.54	4.55	Outstanding
Working with parents	4.60	4.58	4.59	Outstanding
Full support, harmonious relationship with parents	4.60	4.55	4.58	Outstanding
Working with community based on school standards	4.57	4.52	4.55	Outstanding
COMPOSITE WEIGHTED MEAN	**4.56**	**4.53**	**4.55**	**Outstanding**

Table 9
Results of Test of Correlation Between Leadership Competencies and Organizational Effectiveness of School Heads

Variables	Obtained R	Magnitude Correlation	Findings
Leadership Competencies	0.665	Substantial	Significant
Organizational Effectiveness	0.660	Substantial	Significant
Overall R	**0.892**	**Very High**	**Significant**

effectiveness with (R= 0.665) and (R=660). Overall, a very high degree of correlation was noted between leadership competencies and organizational effectiveness of school heads. This was based on the obtained overall R of 0. 892 which went beyond the tabular R value of 0. 073 at alpha 0.05. Accordingly, the null hypothesis was rejected. The existence of significant relationship between leadership competencies and organizational effectiveness of school heads, implies that those with adequate knowledge of conceptual, human skills, and leadership competencies of school management can make a difference in managing the public secondary schools as educational organizations. This was supported by (Yurk-Barr and Durk, 2014) which states that instructional leadership competencies deal with organizational variables that impact teachers, such as school culture as well as with teachers, behaviors and activities that directly affect the growth of students.

5. Conclusions of the Study

Based on significant findings of the study, the following conclusions were drawn.
1) Majority of the respondents are quite old, female outnumbered the males, majority are head teachers and have masteral degree, and majority are in the service for 16-30 years but still energetic, globally competitive in the millennial time.
2) The leadership competencies of public secondary school heads influenced the loyalty, commitment, and quality of work that people demonstrate to the public school system.
3) The organizational effectiveness of public secondary school heads are enhanced professionally and technically through valuable effort and commitment.
4) The leadership competencies and organizational effectiveness have significant relationship.

6. Recommendations of the Study

On the basis significant findings and conclusions of the study, the following recommendations are given:
1) Majority of school heads should be encouraged and motivated to finish graduate studies for professional growth and promotion and be globally competitive.
2) The school head should attend many seminars, conduct INSET and SLACS with the teachers to sustain their commendable quality of work, commitment to their job and work hard for the good of the learners, thereby, enhancement of the school heads leadership competencies.
3) School heads should have regular self-introspection and assessment of their leadership competencies to identify their strengths and weakness relative to effective performance as educational leaders which are vital for enhancing organizational effectiveness.
4) Replicate study must be conducted on public elementary schools in Batangas province, to lend credence to the salient findings of this research.

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