# MANAGEMENT STYLES OF SCHOOL HEADS AND INSTRUCTIONAL COMPETENCE OF PUBLIC SECONDARY TEACHERS IN PANABO CITY DIVISION

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## ABSTRACT

*The study uncovered the relationship between management style of school heads and instructional competence of teachers in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of management styles of school heads that significantly influence the instructional competence of teachers. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Weighted Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was extensive management styles of school heads and a very extensive instructional competence of teachers. Furthermore, there was a significant relationship between the management style of school heads and instructional competence of teachers. Moreover, all domains of management styles of school heads were found to have significantly influenced the instructional competence of teachers. Based on the findings, it was further suggested that higher officials in the Department of Education may help the school heads in empowering themselves of their management styles to ensure an excellent instructional competence among teachers.*

**KEYWORDS**: *Management styles, instructional competence, Panabo City Division, Philippines*

## INTRODUCTION

Instructional competence is the cornerstone of effective teaching, and its absence presents a critical hurdle in fostering optimal learning environments. As an advocate for educational quality, addressing deficiencies in instructional competence among teachers is paramount. It is not just about delivering content; it is about engaging students, adapting to diverse learning styles, and cultivating critical thinking skills. Instructional competence stands as the linchpin of effective education, wielding profound influence on student outcomes and shaping the trajectory of future generations. In a world besieged by challenges, the prowess of educators in imparting knowledge and nurturing intellectual curiosity remains indispensable in shaping a brighter future for humankind. However, there are teachers who perform poorly in giving instruction which resulted to ineffective student learning.

Based on recent reports from major Asian economies China, Japan, and South Korea, there is a huge trend in work and study cultures that are toxic or non-conducive to effective instruction delivery and student learning. These unhealthy work and study practices are still widely practiced despite the achievements of the past Industrial Revolutions which have provided the speed, comforts, and conveniences related to the printing press and steam engine, wider electric supply, and internet access, to better telecommunication methods and related to automobiles and bullet trains (ABC News In-Depth, 2022).

In Indonesia, it was reported that the result of competency examination indicated that the teachers' quality was still low. Teachers faced problems in pedagogical competence, personal competence, social competence, and professional competence. In pedagogical competence, they faced problems mostly in facilitating the development of the students' potentials. The students' potentials, in this case, are preparing various learning activities and communicating and understanding the effective and polite communication strategies. In social competence, they faced problems in conducting various programs to develop and improve the education quality and communicating with the teachers'

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community. In personal competence, the teacher faced problems related to the teacher role as a model for the students and society. In professional competence, generally the teachers faced problems in developing materials, communicating the materials and discourse aspects (Syamsinar & Jabu, 2015).

The same situation is experienced in the Philippines. Ambag (2014) reported that the issue of quality teachers indicated by competence matters. Garcines (2018) mentioned that students do actually hope to have teachers who are competent and who show evidence of mastery of the course they are teaching. It is due to the fact that their competency is considered a totality of skills that they possess. Lucero (2018) cited that there are numerous observations that pointed out to teacher's poor competence in terms of aligning classroom activities in the objective of the lesson. This is mainly due to poor lesson planning skill among teachers which need to be addressed in no time. Aside from this observation, there are teachers who cannot deliver the lesson utilizing contextualization that it fails the students to find meaning in the application of the lesson in their daily experiences.

In Panabo City Division, the researcher observed that some of the teachers needed to strengthen their instructional competence. As identified, teachers encountered lack access to updated teaching materials, technology, and professional development, hindering their ability to provide high-quality instruction. Additionally, large class sizes and a diverse range of student abilities in a single classroom made it challenging for teachers to tailor instruction to individual needs effectively. Furthermore, shifts in educational standards and curricula posed difficulties, requiring teachers to continually adapt their teaching methods and content knowledge to align with new requirements.

With the abovementioned circumstances, the researcher was motivated to explore the current status of teachers' instructional competence specifically in Panabo City Division considering the management styles of school heads. With this, the researcher explored the correlation of the two variables. More so, this undertaking also hoped to provide insights to the DepEd officials in crafting policies, programs, interventions, projects, activities that would motivate school heads to strengthen their management styles in order to increase teachers' instructional competence. Also, the researcher intended to present this study in the international fora and publish the study in a Scopus-Indexed journal.

## METHODOLOGY
### Research Design
This study employed a quantitative research approach utilizing a descriptive correlational approach. Quantitative research is a method used to comprehend a specific group of individuals, referred to as a sample population. By employing scientific investigation, it relies on observed or measured data to scrutinize inquiries about this sample population. Social scientists, including communication researchers, use quantitative research to observe phenomena or events that impact individuals. The objective of quantitative research is to construct knowledge and enhance comprehension of the social world (Allen, 2017). Furthermore, a descriptive correlational study focuses on delineating relationships between variables without endeavoring to establish a causal relationship (Noah, 2021).

In descriptive research, the researcher refrains from manipulating the study's variables and focuses on portraying the essence of the variables involved (Fox, 2007; Korrapati, 2016). Conversely, correlational research design delves into and gauges the relationship between the study's variables without any intent to manipulate them. Additionally, correlation examines the intensity and orientation of these variables, whether it is a positive or negative direction and whether the relationship is strong or weak.

This study was categorized as quantitative because it relied on numerical data for analysis and interpretation. It was descriptive in nature as it sought to ascertain the degree of management styles exhibited by school heads and teachers' instructional competence. Moreover, this academic endeavor was regarded as correlational since its objective was to gauge the relationship between the management styles of school heads and the instructional competence of teachers in public secondary schools within the Panabo City Division.

### Respondents and Sampling
This study encompassed 150 public secondary teachers within the Division of Panabo City. According to Hair et al. (2018), it had been asserted that a minimum of 50 samples was required for simple regression analysis, and typically

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around 100 samples were suitable for most research scenarios. Consequently, having 150 respondents was more than sufficient to fulfill the objectives of this study.

For sample selection, a two-staged cluster sampling approach, a type of probability sampling, was utilized. This method enables the specification of the probability or chance of including each element. Essentially, every member of the population should have an equal and independent probability of being part of the sample (Ragab & Arisha, 2018). Cluster sampling is a widely used technique in research where the population is divided into distinct clusters. Each cluster comprises individual units representing comprehensive and distinct subsets (Thomas, 2020). This approach is termed two-staged cluster sampling because the sample of elements from each chosen cluster or division is randomly selected. In the context of this study, all secondary teachers from public secondary schools within the Panabo City Division were taken into account.

Regarding the inclusion and exclusion criteria, this study selected secondary teachers with a minimum of 2 years of teaching experience. This criterion was established because their two-year tenure in public schools provides them with a substantial basis for evaluating the management styles of school heads and the instructional competence of teachers. Additionally, participants who felt uneasy or uncomfortable while responding to the survey questionnaire had the option to voluntarily withdraw from the study. They did not face any pressure or obligation to participate, and their decision to withdraw was respected, underscoring the paramount importance of prioritizing the well-being and comfort of the respondents in the study's execution.

### Research Instruments
Regarding the data collection method, this study employed a modified survey questionnaire. The questionnaire used in this research was segregated into two distinct sets. The initial set concentrated on assessing the management styles of school heads, while the subsequent set revolved around evaluating teachers' instructional competence.

Management Styles. The management styles questionnaire was adapted from Avolio and Bass (2004). The instrument consisted of 15 items. It had the following indicators, namely: idealized influence (1-3), inspirational motivation (1-3), intellectual stimulation (1-3), individualized consideration (1-3), and contingent reward (1-3). The questionnaire was subjected to a pilot testing having a result of .72 suggesting that the items have relatively high internal consistency.

Instructional Competence. The questionnaire on instructional competence of teachers was a standardized instrument downloaded from the internet and adapted from Laude et al. (2013). It had eight indicators, such as: mastery of the subject matter skills (1-5), teaching strategy skills (1-5), classroom management skills (1-5), evaluation skills (1-5), and mentoring skills (1-5).

The instrument utilized in this study was tailored to align with the study's objectives. The researcher incorporated and consolidated all feedback, comments, and suggestions provided by the adviser, panel members, and expert validators to enhance and refine the research tool to achieve construct validity.

### Data Analysis
For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

*Weighted Mean.* This was used to measure the extent of school heads' management styles and teachers' instructional competence.

*Pearson r.* This was utilized to determine the relationships between school heads' management styles and teachers' instructional competence.

*Regression Analysis.* This was employed to determine the significant influence of school heads' management styles on teachers' instructional competence.

### RESULTS AND DISCUSSION

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Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

**Findings**
The main focus of the study was to determine the significance of the relationship between management styles of school heads and instructional competence of teachers in public secondary schools. The study was conducted in the selected secondary schools in Panabo City Division. There were one hundred fifty (150) secondary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of management styles of school heads is extensive which means that the management styles are oftentimes evident among school heads. This suggests that school heads consistently demonstrate and implement various management styles, contributing to a dynamic and influential leadership within the educational context.

Meanwhile, the extent of instructional competence of teachers is very extensive which means that it is always evident. This underscores the teachers' proficiency and effectiveness in delivering quality education, showcasing a consistently high standard of instructional competence.

It was found out that there is a significant relationship between management styles of school heads and instructional competence of teachers. The hypothesis of no significant relationship between management styles of school heads and instructional competence of teachers was rejected. This indicates a significant relationship between the management styles of school heads and the instructional competence of teachers. Consequently, the rejection of the hypothesis that posited no significant relationship underscores the importance of acknowledging the interconnectedness between effective leadership approaches and teachers' instructional competence within an educational setting.

More so, it was revealed that all the domains of management styles of school heads significantly influence the instructional competence of teachers. This indicates that all domains of management styles among school heads have a substantial influence on the instructional competence of teachers. These findings emphasize the collective impact of various leadership domains on teachers' instructional competence within the educational framework.

**Conclusions**
Based on the findings of this study, the following conclusions were offered:
The extent of management styles of school heads means that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident from the school heads, namely, idealized influence, inspirational motivation, intellectual simulation, individual consideration, and contingent rewards.

Meanwhile, the extent of instructional competence of teachers is always evident. Mastery of the subject matter skills and teaching strategy skills are always evident while classroom management skills, evaluation skills, and mentoring skills are oftentimes evident.

Based on the findings, the management styles of school heads and instructional competence of teachers are related. All domains of management styles of school heads are linked to the instructional competence of teachers.

Also, management styles of school heads significantly influenced the instructional competence of teachers. In fact, all domains of management styles of school heads, namely, idealized influence, inspirational motivation, intellectual simulation, individual consideration, and contingent rewards significantly influence the instructional competence of teachers by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the five domains of management styles of school heads, the instructional competence of teachers will also increase.

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The study primarily drew from Leithwood et al.'s (1999) Managerial Leadership Model, which underscores the significant and moderately positive correlation between the management styles of school heads and the instructional competence of teachers. According to this model, managerial leadership emphasizes the importance of leaders focusing on functions, tasks, and behaviors, positing that proficient execution of these functions facilitates the work of others within the organization. Additionally, it assumes that organizational members' behavior is predominantly rational, with authority and influence allocated based on formal positions within the hierarchy.

Bush (2007) noted that managerial leadership prioritizes the successful management of existing activities over envisioning a better future for the school, particularly suitable for leaders in centralized systems where efficient implementation of external imperatives, often dictated by higher bureaucratic levels, is paramount. This underscores the profound and multifaceted relevance of managerial leadership on the management styles of school heads and the instructional competence of teachers, as it shapes the organizational culture, priorities, and practices, fostering supportive environments conducive to the flourishing of instructional competence.

### Recommendations
The following suggestions were offered based on the conclusions of the study:
The higher officials in the Department of Education may implement targeted professional development programs for school heads, focusing on refining and diversifying their leadership approaches. Additionally, fostering a culture of continuous learning and collaboration may be encouraged, allowing teachers to share and adopt effective instructional practices. The recognition and promotion of these extensive management styles and high instructional competence may be integral to educational policies and initiatives, ultimately contributing to a more robust and effective learning environment for students across the educational system.

Moreover, school heads may consider implementing professional development programs that focus on further enhancing their leadership skills, encouraging them to continue showcasing diverse and effective management styles. Additionally, fostering a collaborative and supportive culture within the school community may amplify the impact of instructional competence among teachers. Regular communication, feedback mechanisms, and recognition of exceptional teaching practices may further motivate and empower educators. School heads may play a pivotal role in creating an environment conducive to continuous improvement, professional growth, and ultimately, heightened student success.

Furthermore, teachers are encouraged to actively engage with and adapt to the leadership approaches within their school settings. Teachers can benefit from leveraging the supportive and diverse management styles by actively participating in professional development opportunities, collaborative initiatives, and open communication channels facilitated by school leaders. Additionally, with the backdrop of very extensive instructional competence, educators are encouraged to continue sharing best practices, engaging in peer learning, and participating in ongoing professional development to further refine their teaching skills. Embracing a growth mindset and being open to collaborative efforts with school leaders and colleagues can contribute to a positive and dynamic educational environment, ultimately benefiting both teachers and students alike.

Lastly, future researchers may explore the nuanced dynamics and specific mechanisms that contribute to the observed positive outcomes. Conducting in-depth qualitative studies, such as interviews or case studies, may provide richer insights into the factors influencing effective management styles and instructional competence. Employing a longitudinal approach may also contribute valuable insights into the sustainability and evolution of management styles and instructional competence over time.

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