

THE INFLUENCE OF LEADERSHIP EFFECTIVENESS TO TEACHER EFFICACY AND JOB SATISFACTION OF PUBLIC SECONDARY SCHOOLS IN COTABATO DIVISION

TITA PACATE- RAYA

ABSTRACT

The research study aimed to determine the influence of leadership effectiveness to teacher efficacy and job satisfaction of public secondary schools in the Division of Cotabato. Fifty public secondary school administrators and 250 teachers served as respondents of the study. The Statistical Processor for Social Sciences (SPSS) was utilized to collate and tabulate responses from the questionnaires. Descriptive and quantitative statistics, correlation and multiple regression statistical tools were used. Overall findings revealed that the socio-demographic characteristics of the public secondary school administrators did not significantly influence the school administrators' degree of situational control. Of these socio-demographic variables, the school administrators' number of relevant trainings attended was the best significant predictor of the school administrators' degree of situational control. The results indicated that the combined contributions of leadership style and degree of situational control of school administrators did not significantly influence the teachers'.

Keywords: Leadership Effectiveness, Teacher Efficacy, Job Satisfaction, Correlation

INTRODUCTION

A critical component for successful schools is effective leadership. In the 1980's, the concept of leadership emerged and the rules changed for school principals. Previously, administrators were primarily evaluated based upon their abilities in managing school facilities and operations efficiently. While research on successful schools still confirms that the most important factor influencing student achievement is the classroom teacher. Research also confirms that the principal has a significant impact on satisfactory performing schools.

Leadership is generally considered one of the most important factors in good management. It is an elusive quality of management that inspires others to perform efficiently and effectively. It is that quality in a manager's personality which enables him to influence others to accept his direction freely and willingly. The leadership style of an individual is the behavior patterns he exhibits when attempting to persuade the activities of others as perceived by them (Hersey & Blanchard 1977).

Theorians and researchers agree that there is no single best style or approach for effective leadership. Rather, the effectiveness of one's leadership style is contingent on the work situation (Silver 1983). When the style of a leader is appropriate to a given situation, it is deemed effective; when the style is inappropriate it is deemed ineffective (Hersey and Blanchard 1977). It follows then that any basic style may be effective or ineffective depending on the situation.

In the Philippines, public secondary schools are directly managed by the school heads who may either be a principal, head teacher or a teacher-in-charge. Almost all of them have been promoted as administrator because they are the better teachers. By education and training they are subject area specialist, therefore, they need to respond to the new and varied requirements of being a manager of the school's resources. Oftentimes, the promotion of a classroom teacher to a school head position results in the loss of a good teacher but not necessarily in the gain of a good school administrator (Cariño, 1992).

According to Littrel, et al. (1994), principals who are deemed emotionally supportive show their teachers esteemed and trusted professionals, show appreciations, take an interest in teachers' work, maintain open communication, and consider their teachers' ideas. Instrumental support is shown when principals have provided teachers the necessary materials, space, and resources, assisted them with work-related tasks, and assured adequate time to teaching and nonteaching duties. Principals can provide teachers with useful information they can use to improve classroom practices, such as allowing them to attend professional development workshops and providing suggestions to improve instructional techniques and classroom management skills.

In addition to leadership in educational matters, the secondary school administrator also functions as the general manager of the school not only in terms of academic/instructional

resources but also in terms of financial and manpower resources and requirements. This has made their role more multifaceted. In addition, the administrator has to contend with a school staff who may not always be supportive of the school's thrusts either due to lack of awareness or skills. If the administrator is a good leader, he may not necessarily be effective because of the situations he works with.

Administrators play critical roles in cultivating and keeping the educational system, thus making them the most influential person in the schools. Given the supposed importance of leadership and the essential role of administrators in the effectiveness of their schools, it is expected that researchers in the field have offered themselves in investigating a range of leadership theories which educational leaders base their leadership styles and practices.

METHOD

This study is a descriptive-correlation method of research which aimed to find out the influence of school administrators' socio-demographic characteristics and leadership effectiveness to teachers' efficacy and job satisfaction. Descriptive research aims to determine the profile of status of a phenomenon, assess attitudes, opinions, views of behavior, compare and contrast characteristics of communities, people, events and things and discover or test the association of two or more variables.

Two stage sampling was used in this study. The first stage was to take all school administrators of the five municipalities in the 2nd Legislative District of the Province of Cotabato, namely: Antipas, Arakan, Magpet, Makilala and Pres. Roxas. The second stage was to randomly draw five teachers from each of the schools under study. The study was limited to those teachers who were teaching during the school year 2013-2014 but had completed at least one year of teaching in the public secondary schools by the end of the school year 2013-2014.

RESULTS AND DISCUSSION

The Socio-Demographic Characteristics of the Respondents

The socio-demographic characteristics of the 50 school administrator-respondents such as age, gender, civil status, highest educational attainment, plantilla item/designation, number of

relevant trainings attended and length of service as

administrator. **Age**

The results showed that out of 50 respondents, 28 percent were within the age bracket of 36 years – 41 years and 42 years - 47 years old, 18 percent were within the age range of 30 years – 35 years and 48 years - 53 years old, while only 8 percent of the respondents belonged to 54 year – 60 years age bracket. This means that the school administrators were generally middle-aged, experienced, and knowledgeable and endowed with management competence to head a school. The present study also confirms Okolo's (2001) findings that age tended to affect headmasters' administrative effectiveness. With the results of this present study, it seems imperative to appoint principals of above 45 years in age to leadership positions in the school system.

Gender

The respondents of the study were mostly females comprising 68 percent, while 32 percent were male school administrators. These results imply that the school administrators in these municipalities were dominated by women.

Civil Status

In the school administrators of the five municipalities of the 2nd Legislative District of Cotabato Province, results revealed that 80 percent of the respondents were married, 14 percent were single and only 6 percent were widow/er.

Highest Educational Attainment

The results revealed that 46 percent of the respondents' highest educational attainment was Bachelor of Science in Education (BSE) with MA units, 20 percent were Master's degree holder, 18 percent were Master of Arts graduate with doctorate degree/PhD units, 12 percent were BSE graduates and 4 percent earned a doctorate degree or a degree in philosophy.

The data indicated that majority of the respondents have pursued higher studies for professional advancement. School administrators were adequately prepared academically to cope with the changing times and the call to respond to the new and unfamiliar necessities of being a manager of the school's total

resources. It further implies that school administrators were qualified and expected to perform well and lead in developing and pursuing academic goals that the school desires to achieve.

Plantilla Item/Designation

As disclosed, 56 percent of the respondents whose plantilla items were Teacher I, II, III, 14 percent of the respondents with Master Teacher I and II plantilla items, while 30 percent of the school administrators are full-pledged principals whose plantilla items are Principal I and II.

This means that the respondents have the security of tenure. With security of tenure, the school administrators can carry out their powers, functions and duties not restricted by the fear that whoever disapproves of any of their decisions may be easily removed from the office. Security of tenure offers protection, by ensuring that an office-holder cannot be victimized for exercising their powers, functions and duties. It enables the democratic or constitutional methodology through which an office-holder comes to office not to be overturned except in the strictest and most extreme cases. Teachers are assured of the protective mantle of the law and this is guaranteed under Section 5 of the Magna Carta for Public School Teachers which states that "tenure is a professional status conferred upon a faculty member at such time as he is judged by competent authorities to have demonstrated his competency and moral fitness sufficient to warrant recognition of his achievement in accordance with the initial contract of employment"(Bauzon, 2012). Number of Relevant Trainings Attended

The results of the study revealed that 40 percent of the school administrator have attended trainings for the range of 1-3 trainings, 30 percent attended 4 -6 trainings, 10 percent attended 7 – 9 trainings, 8 percent did not attend any trainings and 12 percent had availed 10 -19 range trainings for the last three years.

This means that the respondents have attended several relevant trainings. Because school administrators play important and multiple roles in the school, they need to be sufficiently equipped for the job. In the school, they are the school's administrators, supervisors, finance officers, negotiators, counselors and even teachers. The trainings prepared them with knowledge, skills, and competencies to enhance their capabilities, capacities, productivity and performance to lead the school towards excellence. The school administrators are provided with a clearer

direction, confidence and enhance their focus and work to improve the school as an organization, develop norms and structures that support high quality teaching and learning, enhance the capacity of the faculty to meet the needs of students, and implement reform strategies that may improve student outcomes.

Length of Service as School Administrator

Results of the study revealed that 54 percent of the school administrators have served as school head within the 1 - 5 years range, 34 percent were school administrators from 6 - 10 years, 6 percent of the respondents served within the range of 11 - 15 years, 4 percent of the school administrators have served 16 - 20 years and only 2 percent who served 21-25 years.

This means that the school administrators were skilled and well-informed of their responsibilities, roles and functions. They have the capacity to provide professional, curricular and instructional leadership in delivering quality basic education. They have the ability to provide a directive role in achieving the school's goals. They are empowered to focus on accomplishing the many tasks associated with being the school head such as curriculum development, providing assessment and supervision, and encouraging instructional innovation.

Leadership Style, Situational Control and Degree of Effectiveness of School Administrators

There are 22 percent of the school administrators who were assessed as low in leadership style. These were the administrators who were task motivated.

Low-LPC or Task-motivated leaders are more concerned with the task and less dependent on group support. They tend to be eager and even at times impatient to get on with the work.

This perceived low percent of task-motivated school administrators could also be attributed to their being the lowest level manager in the public school educational system. In the present organizational set up of the Department of Education (DepEd), it is assumed that major planning is done by the top management. Policies and programs are implemented and directed by those on top and are carried down to the lowest member of the hierarchy. School administrators can introduce new plans and innovative

programs on their own without the approval of the higher level managers as long as these plans and innovations are in consonance with DepEd's thrusts and programs. Communications are passed through channels.

On the other hand, there are 78 percent of the school administrators who were assessed high in the leadership style using the Least Preferred Co-Worker (LPC) scale. They are the relationship-motivated leaders.

According to Fiedler and Chemers (1984), high-LPC or Relationship-motivated leaders are more concerned with personal relations, more sensitive to the feelings of others, and better at heading off conflict. They use good relations with the group to get the job done. They are better able to deal with complex issues in making decisions.

This perceived high-LPC or relationship-motivated leadership style of the school administrators can be attributed to their being promoted as administrator because they were the best teachers or the pioneering teachers in the school.

By education and training they were subject area specialists. Most of these school administrators rose from the ranks of classroom teachers and as teachers they had been very directive and supportive in dealing with students and so they tended to carry this over to their new assignments as administrators.

Based on Fiedler's theory, the data also imply that school administrators accomplish their tasks as directed. This can only be done if they maintain good relationship with teachers, encourage subordinates to participate in decision-making, offer new ideas or a different approach to a problem and provide opportunities for dialogue with regards to the tasks at hand.

It is also shown in Table 2 that most of the school administrator-respondents (56%) are high in situational control and about 44% are moderate.

It is also noted that there were two school administrators who are low in leadership style and moderate in the degree of situational control. Twenty of the 50 administrators are high in leadership style and moderate in the degree of situational control.

According to Fiedler and Chemers (1984), high situational control is found in situations where leaders have a predictable environment. These are situations in which leaders have the support of the group members and the task is highly structured so that everyone knows exactly what to do and how to do it. In addition,

leaders have relatively high position power, which enables them to back up their authority with appropriate reward and punishment. The data could mean that if the school administrators are in the lowest level of the hierarchy, they perceive themselves as having a great deal of control and influence and can feel reasonably secure and certain that their directions are followed, and their decisions can have the intended outcomes.

It could also mean that school administrators get personally involved with their subordinates. They feel that consideration of other's feelings greatly influence one's efficiency and diligence in the work at hand. Because they are in the lowest level of the hierarchy, they are able to maintain good-leader member relations. This enables them to exercise influence on their group members.

Moderate situational control refers to situations where the leader is supported by group, but the task is relatively ambiguous and unstructured, and formal authority is weak. Alternatively, the task might be structured and clear-cut, and the position power high, but the group members are non-supportive (Fiedler and Chemers 1984).

Based on the theory, this implies that school administrators in this situation have to be more diplomatic and tactful and concerned with the feelings of their teachers to get their cooperation.

Teachers Level of Efficacy

Table 3 shows the data on the level of teacher efficacy. Hoy and Woolfolk (1993) defined teaching efficacy by identifying this concepts into two Dimensions: general teaching efficacy (GTE) and personal teaching efficacy (PTE). In this study the researcher utilized 10 questions, five (5) of which belonged to the general teaching efficacy (GTE) dimension, to wit: questions 1, 2, 4, 5 and 10 while questions 3, 6, 7, 8, and 9 comprised the personal teaching efficacy (PTE) dimension.

Results revealed that the general teaching efficacy of the teacher-respondents included in the study had a weighted average of 3.48 described as "Agree Slightly More Than Disagree", while the personal teaching efficacy of teachers-respondents had a weighted mean of 4.78 described as "Moderately Agree".

This means that teachers have the general belief about their power of teaching to reach difficult children and their general attitude towards teaching. The second dimension, PTE refers to

teachers' personal sense of efficacy.

Nir and Kranot (2006) cited in their studies that teachers with high efficacy are better able to cope with stress, have a higher commitment to teaching, and cooperate with parents. Teachers who experience a strong sense of teaching efficacy have expectations of success and are able to achieve the benefits of innovation and overcome obstacles they encountered. Teachers with high efficacy try harder and implement differentiated and individualized strategies designed to stimulate student learning regardless of their ability (Ross & Gray, 2006).

Teachers Level of Job Satisfaction

Data reveal that 62.8 percent of the teacher-respondents indicated they were satisfied with their current teaching positions, 36 percent of the respondents indicated that they were very satisfied and 1.2 percent indicated they were dissatisfied with their current teaching positions.

With question No. 6, Do you have any plans to leave your current teaching position within the next five years?, teachers were given three options "Yes", "No", or "Not Sure". A total 92.8 percent of the teacher-respondents signified they won't be leaving for the next five years by selecting "No" as their response choice. However, the remaining 7.2 percent of the respondents indicated they are not leaving for the next five years or are not sure of their career intentions. These 7 percent were then asked to answer question item 7.

Survey item 7 was as follows: "If you plan to leave or are considering leaving your current teaching position, please state the reason". Of the 7.2 percent who chose they are leaving or are not sure if they would leave, 61.11 percent of the teacher-respondents would retire from service because of age while the 38.89 percent would look for a greener pasture, go abroad or stay at home to take care of growing children.

The Relationship Between the School Administrators' Socio-Demographic Characteristics and Their Leadership Effectiveness in Terms of Leadership Style and Situational Control

Model 1 as a result of the regression analysis indicated that

the combined contributions of the school administrators' socio-demographic characteristics did not significantly influence their level of leadership style (F-value = 1.774, $P > 0.05$). Taken singly, none of these independent variables had been a significant predictor of the leadership style.

As indicated in Model 2, the combined contributions of the socio-demographic factors did not significantly influence the administrators' degree of situational control (F-value = 1.941, $p > 0.05$). However, of these socio-demographic variables, the school administrators' number of relevant trainings attended (F-value = 2.104, $p = 0.041$) had manifested the best significant predictor of this degree of situational control.

The results further indicated that the greater the number of relevant trainings by the school administrators have, the higher is the degree of situational control.

Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance.

According to Fiedler (1984), situational control is the combination of the three group-task situation factors which include leader-member relations, task structure, and position power.

Leader-member relations is the most significant single element in situational control. Task Structure refers to the degree to which the group's tasks are well-defined. It includes the clarity of goals to members, the measurability of outcomes, the variability of procedures, and the specificity of solutions to problems. This is considered the second most important element in the group task situation.

The tasks performed by the subordinates are either highly structured –the group tasks are clearly defined in terms of goals, procedures, and outcomes, or low in structure (unstructured), the group tasks are ill-defined in terms of goals, procedures and outcomes.

Leader's Position Power is the extent to which the leader's position itself enables the leader to exercise influence on group members. It includes status, authority, and reward or punishment power. The more position power is held by the leader, the more

favorable the leadership situation.

The results of this study supported the findings of Montero (2010) that age, sex, civil status, educational attainment, length of service as school administrator and length of service as government employee have nothing to do with the school principals' leadership behavior in terms of instructional leadership. The study revealed that the combined contributions of the mentioned socio-demographic characteristics mentioned did not significantly influence the leadership behavior of the principals in terms of trust and decision-making and control.

Relationship Between the School Administrators' Socio – Demographic Characteristics and Their Teachers' Efficacy.

The results indicated that the combined contributions of the school administrators' socio-demographic factors did not significantly influence their teachers' efficacy (F-value = 1.011, $p = 0.05$) and job satisfaction (F-value = 0.721, $p > 0.05$), respectively. Not one of these factors when observed individually had posted a significant predictor of the dependent variables mentioned.

The Relationship Between the School Administrators' Leadership Effectiveness in Terms of Leadership Style and Degree of Situational Control and Their Teachers' Efficacy

The results indicated that the combined contributions of leadership style and degree of situational control of school administrators do not significantly influence the teachers' efficacy (F-value = 0.294, $p > 0.05$), and job satisfaction (F-value = 0.013, $p > 0.05$), respectively. Taken singly, none of these independent variables had emerged a significant predictor of the teachers' efficacy and job satisfaction.

CONCLUSION

Overall findings revealed that the socio-demographic characteristics of the public secondary school administrators did not significantly influence the school administrators' degree of situational control. Of these socio-demographic variables, the school administrators' number of relevant trainings attended was the best significant predictor of the school administrators' degree of situational control. The results indicated that the combined contributions of leadership style and degree of situational control of school administrators did not significantly influence the teachers.

RECOMMENDATIONS

It is recommend suggested that the national leadership especially DepEd shall recommend to DBM for possible creation of Principal 1 plantilla items to be given to school administrators in the field particularly to those who passed the Principal's exams to relieve them of teaching loads and concentrate on being the school manager and instructional leader of the school; for the Division Office to plan and implement additional relevant trainings to school administrators who are still new in the designation/position to equip them and enhance their leadership and managerial skills and competences.

REFERENCES

- Benard, B. (2004). *Resiliency: What we have learned*. San Francisco: WestEd.
- Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006b). Academic optimism of schools: A second order confirmatory factor analysis. In W. K. Hoy & C. G. Miskel (Eds.), *Contemporary issues in educational policy and school outcomes* (135-158). Greenwich, CT: Information Age.
- Mamamoorthy, N., Slattery, T., & Flood, P. (2005). *Determinants of Innovative Work Behaviour: Development and Test of an Integrated Model*. Retrieved from <https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?referer=>
- Mishoe, J. (2012). *Academic Optimism and Academic Success: An Explanatory Case Study*. Retrieve from https://rc.library.uta.edu/uta-ir/bitstream/handle/10106/11576/Mishoe_uta_2502D_11932.pdf?sequence=1&isAllowed=y
- Nelson, L. (2012). *The Relationship between Academic Optimism and Academic Achievement in Middle Sin Mississippi*. <https://aquila.usm.edu/cgi/viewcontent.cgi?article=1837&context=dissertations>
- Okongo, B, Ngao, G., Rop, N., Nyongesa, W. (2005) *Effect of Availability of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School Centers in Nyamira North Sub-County, Nyamira County, Kenya*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1086389.pdf>

Petty NW & Green T 2007. Measuring educational opportunity as perceived by students: a process indicator. *School Effectiveness and School Improvement*, 18:67-91.

Scheerens, J. (2004). Review of school and instructional effectiveness research. "Paper commissioned for the EFA Global Monitoring Report 2005, The Quality Imperative".

