

Leadership Styles of Hospital Administrators and the Extent of Clinical Support Provided to Healthcare Staff

Dr. Nattapong Srisuk^{1*}, Dr. Waranya Phanich¹

¹Department of Hospital Administration, Siriraj Hospital, Bangkok, Thailand

Abstract

This study sought to determine the principals' leadership styles and the extent of instructional technical assistance provided to teachers in terms of teaching and learning, curriculum implementation, learning environment, and instructional materials enhancement. 192 teachers from 11 secondary schools were chosen to take part in the survey conducted. The study utilized descriptive-correlation method and employed weighted mean, and Spearman rank correlation coefficient. Results of the study revealed that principals manifest supportive and participative leadership styles to a very high extent while directive and achievement-oriented leadership styles to a high extent only. The instructional technical assistance of the principals to their teachers is high in the following areas: teaching and learning, school curriculum implementation, learning environment and IMs enhancement.

There is a strong relationship between the four principals' leadership styles and their delivery of technical assistance to teachers.

Keywords: leadership styles, instructional technical assistance

Table of Contents

	Page No.
Title Page	i
Abstract	ii
Table of Contents	iii
List of Tables	v
List of Figures	vi
Acknowledgement	vii
 Chapter I: The Problem and Its Scope	
Introduction	1
Theoretical Background of the Study	2
Theoretical Framework of the Study	4
Review of Related Literature and Studies	5
Conceptual Framework of the Study	10
Statement of the Problem	12
Statement of the NullHypotheses	13
Significance of the Study	13
Scope and Limitations of the Study	13
Research Methodology	14

Research Design	_____	14
Research Environment	_____	14
Research Respondents	_____	15
Research Instruments	_____	16
Research Procedure	_____	17
Statistical Treatment of Data	_____	18
Operational Definition of Terms	_____	20
Chapter II		
Presentation, Analysis, and Interpretation	_____	22
Chapter III		
Summary of Findings, Conclusions, and Recommendations		
Restatement of the problem	_____	38
Restatement of the Null Hypothesis	_____	39
Summary of Findings	_____	39
Conclusions	_____	42
Recommendations	_____	43
References	_____	44
Appendices	_____	45
Request Letter to the Superintendent	_____	46
Questionnaire	_____	49
Curriculum Vitae	_____	53

List of Tables

Table Number	Title	Page
Number		
1.	Manifestation of Directive Style of the Principals	_____ 22
2.	Manifestation of Supportive Style of the Principals	_____ 24
3.	Manifestation of Participative Styles of the Principals	_____ 25
4.	Manifestation of Achievement-Oriented Styles of the Principals	_____ 25
5.	Manifestation of Leadership Styles of Principals	_____ 27
6.	Instructional Technical Assistance of Principals in Terms of Teaching and Learning	_____ 28
7.	Instructional Technical Assistance of Principals in Terms of School Curriculum Implementation	_____ 29
8.	Instructional Technical Assistance of Principals in Terms of Learning Environment	_____ 31
9.	Instructional Technical Assistance of Principals in Terms of IM's Enhancement	_____ 33
10.	Summary Table of the Extent of Technical Assistance of Principals to their Teachers	_____ 34
11.	Relationship between Extent of Manifestation of Principals'	

List of Figures

Figure Number		Page
	Number	
Figure 1	Diagram of the Theoretical Framework of the Study Based on the Department of Education Curriculum	04
Figure 2	Diagram of the Conceptual Framework of the Study	11

Acknowledgement

With deepest thanks and gratitude to the significant few whose unfailing guidance and unceasing support propels her to continue the journey towards realization of a dream that seemed too tough she thought to be at first. Allow her therefore to express her heartfelt appreciation for the meaningful contribution they have made in the completion of this research work.

Dr. Karl T. Credo, professor and research's adviser for provision of brilliant ideas that scaffolds into a meaningful composition of valuable thoughts and experiences;

Dr. Maria Chona Z. Futralan, Mathematics professor and research statistician for the dynamism and expertise shared all throughout the entire process;

Dr. Jasper Eric Catan, Dr. Roulette P. Cordevilla, Dr. Eva Melon professors and panelist who made great contribution in the refinement of the work;

Dr. Orlando G. Cadano, CESE, Schools Division Superintendent, DepEd Bais City, for the esteemed approval and unfailing support in the process of questionnaire distribution;

The secondary schools cluster head **Ernesto Q. Alas-as Jr.** and school heads of Bais City division;

The respondents composed of the secondary teachers in the division for the honest responses and complete trust given to the researcher;

The researcher's friend and buddy Groselie B. Ragay for the constant encouragement.

The researcher's family, Rolando D. Jabonillo Jr, Roland Cyr M. Jabonillo, Raiah Cassandra M. Jabonillo, Delia C. Montecillo and Irish Catacutan for the love and inspiration whom without this will never be possible;

Above all to the source of wisdom, sagacity and love, the LORD ALMIGHTY for the never failing guidance, to you be the highest honor and glory.

(Sgd) CRISTY M. JABONILLO

Researcher

Foundation University

Dumaguete City

March 2019

To the love of my life I dedicate this work...Rolando, Roland & Raiah

Chapter 1

The Problem and its Scope

Introduction

Education reform has created an urgent need to strong emphasis on the development of instructional leadership skills; this entails the actions that school principals shall undertake such as in the assessment of learning, development and implementation, instructional supervision and technical assistance to uplift effective teaching and uphold high level learning among learners (DepEd NCBSSH, 2012).

The school principals being the multi – tasked managers and leaders in school plays a vital role in implementing the school curriculum and being accountable for higher learning outcomes. They are mandated to focus more on instructional leadership skill which is the core essence of their supervisory authorities, responsibilities and accountabilities. It is very important that they have to foster trust and confidence of their teachers, parents and students by setting as best and great curriculum implementers. This will be manifested through excellent outcomes in all curricular activities; academic performances; teachers' instructional skills; innovations created; and professional advancement (Kossof, 2006).

The teachers on the other hand, who are considered as the prime movers of the curriculum, play also very vital roles in wrapping up the total being of every learner under their care. They develop the learner holistically. This development includes the spiritual, physical, psychological, emotional, cultural and social aspects of the learner. This implies that the teachers' duties and responsibilities are very relevant to the success of the quest for quality education. However, their success and failure in the whole teaching – learning process primarily depends upon the instructional leadership skills and practices of their respective school principal. This is because the school principal is considered to be the critical actors in achieving the vision and mission of the school most importantly in realizing the effectiveness of instructions towards attainment of relevant, responsive and meaningful education for all. It is therefore his core responsibility to ensure quality teaching and learning in the classroom (Sindhvad, 2009).

The pressure exerted on the principals of the schools to carry out efficient leadership roles, should therefore, come as no surprise. Although leadership styles play a significant role in school management, it seems that many principals have not realized that their leadership styles are extremely influential with regard to the amount of technical assistance provided to teachers in their schools and that the success of the school largely rests upon them (Adeyami, 2004).

Hence, many schools lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but also as a result of poor leadership (Nsubuga, 2009). One this significant account, this work purposely ventures on exploring the leadership styles and the extent of technical assistance

provided to teachers to help the department craft tangible development plans and programs to enhance principal's level of competence in accomplishing its prime duty to lead and facilitate quality education for all. It is an inevitable fact that the success of the whole educative process lies in the principal's complete grip of his role as 70% instructional leader. And for him to carry out his task effectively his leadership styles employed and the degree of technical assistance he provides to teachers – the prime movers of the curriculum, becomes an absolute requirement.

Theoretical Background of the Study

This study is anchored on the theory of House's Path – Goal Theory of Leadership. This theory emphasizes that an effective manager clarifies the means or paths by which subordinates can achieve both a high performance and satisfaction towards job. Motivation may be an appropriate reward for employees to get undivided attention on paths or behaviours which is congruent to successful job completion. This compliments the idea that if an obstacle or any impediment that may hinder motivation be removed, a commendable performance by subordinates will result.

House (1996) and Dewan and Dewan (2010) define four kinds of behaviours in more specific terms as follows:

Directive leadership. It is telling subordinates what are expected from them and showing how to perform jobs assigned to them. "This includes giving subordinates set of schedules for a specific work to be done at the specific time.

Supportive leadership behaviour. It is a behaviour directed towards the satisfaction of subordinated needs and preferences, such as displaying concern for

subordinates' welfare and creating a friendly and psychologically supportive work environment" (House, 1996; Lyons & Schneider, 2009)..

Participative leadership behaviour. It is a leadership behaviour wherein the leader allows the active participation of the subordinates to take part in decision- making as their opinions and suggestions are valued and given due consideration (House, 1996) and (Huang, Iun, Liu, & Gong, 2010).

Achievement-oriented behaviour. It is a leadership behaviour directed towards motivating performance in setting organization's goal, seeking progress and development, adhering excellence in performance, and manifesting confidence that employees will reach the ultimate standards of performance set before the organization (House, 1996) and (Kickul, & Neuman, 2000).

Leadership skills and practices of the school principals. This is the area where school principal is basically designed to guide the teachers to go on the right path in order to achieve the common goal which is objective. This right path gives emphasis on the instructional aspect of the head to guide the teachers in materializing excellence in teaching all the subject competencies. This strengthened the fact that the success of the teachers in the whole educative process lies also in the transformational leadership of the school principal.

From the above short exposition, it can be inferred that House's model is a suitable theoretical framework for the purpose of this research. It can be noted that the independent variables of path-goal leadership theory are styles of leaders, thus the path-goal leadership theory assumes that principals (leaders) are malleable

enough to shape their leadership style according to the demand of the situation in the context where they in.

Furthermore, this theory provides a framework for leaders to lead those who are engage in the teaching and learning vocation with different qualification levels, experience and culture in schools using any or some of the leadership styles of the path-goal leadership styles. Therefore, in terms of this theory, principals fulfil their roles by serving as agents in improving school performance by providing teachers effective instructional technical assistance.

Figure 1 is presented for visual representation of the theoretical framework of the study.

Theoretical Framework of the Study

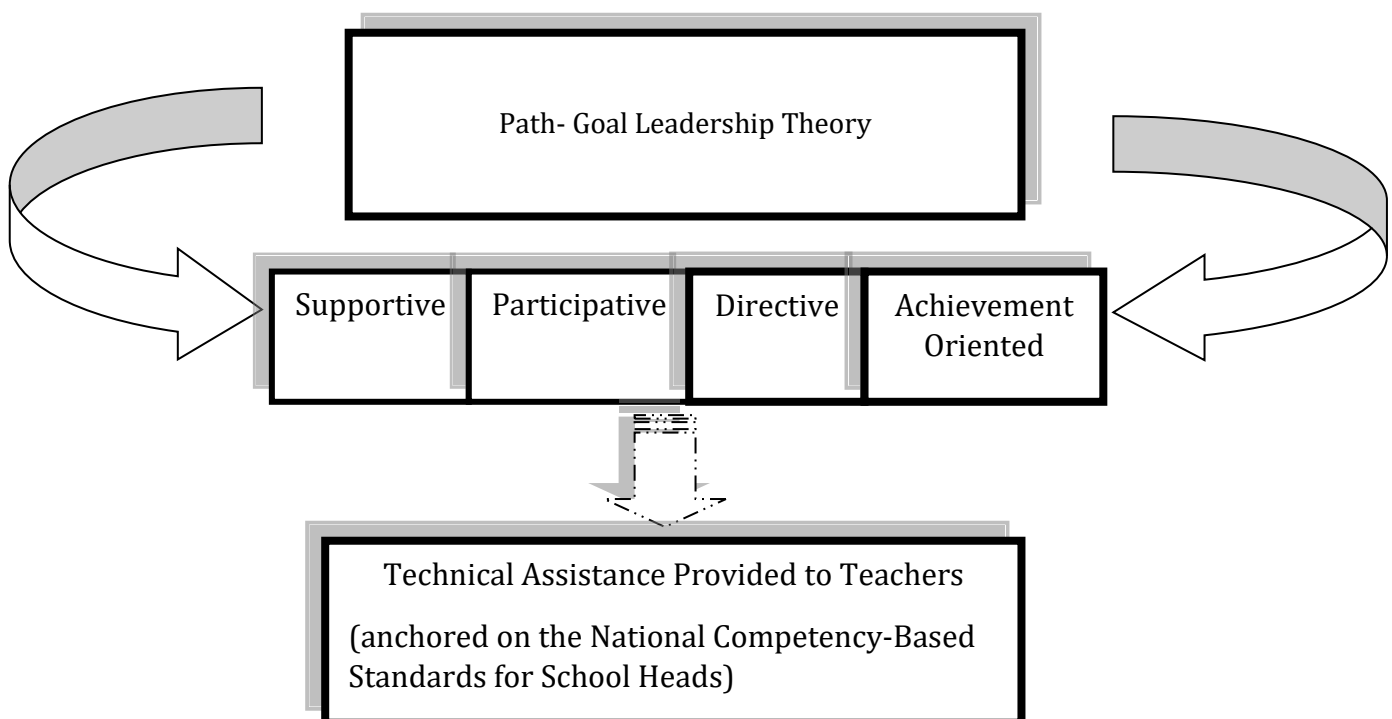


Figure1. Diagram of the Theoretical Framework of the study based on House's Path- Goal Theory of leadership

Review of Related Literature and Studies

Different studies have examined effective leadership styles and attempted to classify them. Based on my review of the literature, this section provides a description of the four leadership styles under House Path-Goal Theory. In explaining these leadership styles, my emphasis is on how the theory relates to the practice of leadership that would be a springboard in crafting interpretations and implications of this study.

Leadership. It is an operation that takes place between the leader and the followers. The process implies involvement of the leader and the subordinate in creating a sustainable environment for the organization to grow and reach its full potential through cooperation and collaboration. This involves the influence that a leader can strongly affect its subordinates to work with him towards the attainment of a common goal. Without the so called influence, leadership will neither exist. Leadership occurs in groups, in which leadership takes place. Leadership includes attention to common goals (Northouse, 2010).

Leadership Styles. Leadership styles of principals is directly correlated to the success in the whole educative process. It is fundamental element of the organization's survival. The success or failure of what is done in the school is attributed to the principal's leadership employed (Nasongo & Lydiah, 2009). Thus,

apart from tangible and intangible resources, effective and dynamic leadership is a pre-requisite for it creates a strong impact on the performance of the organization (Khan & Adnan, 2014).

Supportive leadership. A leadership style that are approachable and maintains an open door policy, friendly, and empathetic to their subordinates' needs and well-being (Yukl, 2012). With vast similarity of that in the people-oriented or consideration style (Daft, 2011). Leaders extend extra effort to guarantee that the workplace has an enjoyable environment, an atmosphere of honor, respect, and equality for their subordinates in the workplace. This style is most appropriate in uplifting the morale of the subordinates when routine jobs are no longer satisfying and enjoyable rather it becomes frustrating and stressful at times. Subordinates who are uncertain of their capabilities, situations, and future appreciate this style more (DuBrin, 2010). In a study conducted by Hoerr (2005), a key component of the current role of the principal includes making changes with respect to school improvement and reform. As such, the school principal is required to develop a school strategic plan in which he or she sets the vision of the school and increases teachers' productivity by helping everyone within the school community to become more effective.

Participative leadership. A leadership that provides employees encouragement to actively participate in the decision-making process that determines how the group will achieve its goals. Consultation, solicitation of employees' suggestions, and using employees' ideas in the decision-making process is given importance (Daft, 2011). This style is most effective to enhance

subordinate's active involvement when they are well motivated and engaged in a non-repetitive task. (DuBrin, 2010).

Achievement - oriented leadership. This leadership style challenges employee to work at a performance level that is the best possible. The leader sets a very high standard and continuously seeks to improve performance above that initial standard (Daft, 2011). Achievement-oriented leaders express as well a profound confidence in the abilities of employees to set and achieve very demanding goals (Yukl, 2012). This style is most appropriate in maintaining the morale of the workplace when subordinates have an extreme need to accomplish a demanding task the organization set before them (DuBrin, 2010).

Achievement-oriented leader always learns. They always take the risk. They never gamble. They always teach and mentor others. They understand that success mean to adapt and embrace change otherwise failure to discern it means death and destruction of the organization in the competitive battlefield. They put the right people on the right job and go to exhaust all means to retain them there. They provide each employee a nurturing avenue to grow and fulfil their roles and functions. They share success. They stretch goals and achievement (Agee's Consulting Service).

Past studies have compared different leadership styles to determine which is most effective. For example, the work of Kurland et al. (2010) emphasizes the influence of the principal's leadership style on school learning organization by using the school vision as a mediating factor. In this study, 3 types of leadership style were examined, these being; transformational (focusing on instilling belief in the ability of

others and generating positive emotions); transactional (focusing on granting followers rewards that satisfy immediate personal interests); and Laissez-Faire (representing the absence of transaction of any sort with respect to leadership and, as such, the leader avoids making decisions or using their authority). The findings report in this study suggests that a transformational leader takes vision as a component of leadership that motivates people to higher levels of performance.

Directive leadership. In relation to making changes, many studies agree that leadership is a key component of successful school improvement and reform, because the success of policy implementation, at the school level, significantly correlates with the nature and quality of principal leadership (Kurland et al., 2010; Leithwood&Jantzi, 2006;). This leadership behaviour emphasizes giving direction to subordinates regarding their tasks (Daft, 2011). These directions include the result expected, the manner in which the task will be accomplished, and the schedule for task completion. In addition, it clarifies performance expectations and explicitly outlines the required standard operating procedures, rules, and regulations (Yukl, 2012). This style increases subordinate morale. The disposition of the school principal leadership has a significant effect on school improvements or changes and therein lies the need for strong, on-going leadership for changes to be effective.

Instructional technical assistance. According to Smyth as cited by Inoferio (2014) that school managers are considered as instructional leaders who are responsible in monitoring students' progress, aligning their achievement with curriculum and instructions, and encouraging collaboration and collegiality of teachers as part his mandate as a school leader. His perspective supports the idea

that the instructional skills of the school managers greatly affect the whole curricular achievement of the school. This simply means that the performance of the school reflects the performance of the school manager. His technical assistance will help neophyte teachers to be guided as to what, when and how they deliver instructions; and will also guide experienced teachers to enrich their instructional performances.

Curriculum implementation. Smyth as cited by Inoferio (2014) stressed out that part of the responsibility of the principals is to consider himself as a curriculum implementer. As such they are responsible in monitoring student progress, aligning student achievement with curriculum and instruction, and encouraging collaboration and collegiality of teachers.

Consistent with the law, DepEd policies, plans and standards, the Republic Act 9155 of section 6.2 emphasizes the Authority, Accountability and Responsibility (AURA) of a school principal as task in implementing, monitoring and assessing the school curriculum and being accountable of higher learning outcomes.

Teaching and learning. An effective and efficient principal has a build up a positive impact on the educative process and can assist in creating an appropriate classroom atmosphere. In addition, among effective principals, there is a willingness to accept responsibility and be accountable for significant outcomes in the teaching and learning process. (Enueme & Egwungenge, 2008). As such, school principals are expected to be able to give technical assistance in ensuring that teachers can demonstrate mastery of the content knowledge and its interconnectedness within an across curriculum areas, coupled with a sound and critical understanding of the

application of theories and principles of teaching and learning (DepEd Order No.42 s.2017)

Learning environment. This highlights the role of a school principal to impart technical assistance to teachers in ensuring that they will successfully provides every learner a learning environment that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. It centers on creating an environment that is learning- focused and in which teachers efficiently manage learner behavior in the physical and virtual space (DepEd Order No.42 s.2017). The International Journal of Innovative Research in Science, Engineering and Technology (2017) further emphasized learning environment as a psychological laboratory in that teachers gets enough opportunity to study, observe and draw direct experiences of the different aspects of students development such as (physical, mental, psychological and educational). This environment inside the class is not only a creative place for the students – cum – learners but also for the educators who teach them. Thus, transforming the class environment into positive and healthy one is beneficial and fruitful both for the teachers & students. Thus, it can be said that classroom environment and its various aspects plays a vital role in making school one of the major agent of social change. Hence, the principals' role in creating a school environment that is conducive to learning environments that foster a sense of belonging and that promote healthy relationships among all members of their school communities is the key to a transformational schools (Mejia, 2016).

Instructional materials enhancement. This pertains to role of the school principal to be supportive in giving teachers a conducive environment where they can explore and meaningfully utilize a range of resources and provide intellectually challenging and stimulating activities and materials to encourage constructive classroom interactions geared towards the attainment of high standards of learning. (DepEd Order No.42 s. 2017)

Conceptual Framework of the Study

The conceptual framework of the study consists of the independent and dependent variables. The independent variable is limited to the following leadership styles such as directive, supportive, participative and achievement –oriented leadership style. The dependent variable, on the other hand, is the extent of principal’s delivery of instructional technical assistance to teachers in terms of: teaching and learning, school curriculum implementation, learning environment and instructional material enhancement.

The researcher knowing that the school principal played a very important role in achieving this goal in education conducted this research in order to assess the leadership style employed by school principals and the extent of instructional technical assistance and practices provided to teachers that would give best impact to their performance leading to success in the whole educative process. The preceding concepts and perspectives complement and supplement whatever result that would come out in the conduct of this study.

Further, the researcher has the assumption that the independent variable might be directly or indirectly related to the dependent variable. The findings of this

study will help the researcher give practical recommendation to improve leadership strategies employed by principals and capacitate them to effectively provide instructional technical assistance to teachers.

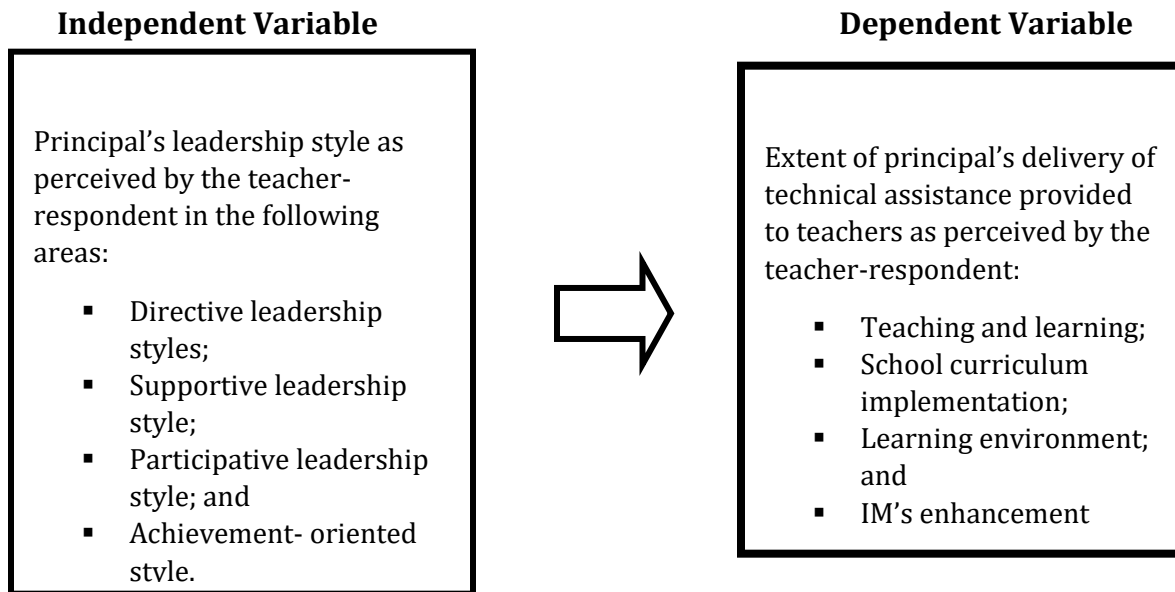


Figure 2. Schematic Diagram of the Conceptual Framework of the Study

Statement of the Problem

This study aspired to assess the principals' leadership styles and the extent of instructional technical assistance provided to teachers. Specifically, the study sought to answer the following question:

1. What is the extent of manifestation of leadership styles of principals as perceived by the teacher-respondents in the following areas:
 - 1.1 directive leadership style;
 - 1.2 supportive leadership style;
 - 1.3 participative leadership style; and
 - 1.4 achievement-oriented style?

2. To what extent do principals deliver the following instructional technical assistance to their teachers as perceived by the teacher-respondents:
 - 2.1 teaching and learning;
 - 2.2 school curriculum implementation;
 - 2.3 learning environment; and
 - 2.4 IMs enhancement?
3. Is there a significant relationship between the extent of manifestation of principals' leadership style and the extent of delivery of technical assistance to teachers?

Statement of Null Hypothesis

The researcher hypothesized that:

H₀₁: There is no significant relationship between the principals' leadership style and the instructional technical assistance provided to teachers.

Significance of the Study

This study is beneficial to various stakeholders, namely:

Department of Education (DepEd). The findings of this study would serve as guide for the DepEd officials in crafting tangible development plans for school principals to enhance their instructional leadership skills and practices.

Curriculum designers. This study would help curriculum designers to design specific curriculum innovations that answer to the present needs of the school principals in giving technical assistance to their teachers.

School principals. This study would serve as basis for the school principals to upgrade their instructional leadership skills and practices based on the outputs.

Teachers. The teachers would directly be benefited for whatever actions the school managers would undertake as results of this study.

Students. Since the learners are the stakeholders in this study, they would be benefited for all actions taken by the teachers and the school principals.

Scope and Limitations of the Study

The study focuses mainly in determining principals' leadership style and the extent of instructional technical assistance provided to teachers.

In the conduct of the study, the researcher recognized some limitations. The study used the respondents' perception. The researcher also relied on the impartiality of the respondent as to the objectiveness of the assessment made by them. Thus, answers are beyond the control of the researcher since all items require their individual perception. Others may overestimate or underestimate their perceptions. Thus, there may be a trace of bias.

Teachers have different background and knowledge pertaining to the conduct their principal provides, thus, affecting the study. Personal factors can also be a recognized limitation as some teachers may accept this study with passivity. The negative attitude towards the study may affect the percentage of retrieval as other teachers may refuse to respond to the questionnaire.

It is also a recognized limitation of the study that the findings hold time for Division of Bais City and may not be construed as also true to other division

Research Methodology

Research design. This study employed the descriptive method of research in unfolding the problems specified in this study utilizing the researcher - made

questionnaire as the tool used to gather the data needed. It is also correlation since the study will identify the relationship between principal's leadership style and the instructional technical assistance provided to teachers.

Research environment. This study is conducted in the division of Bais City located 35 kilometers North of Dumaguete, the capital city of Negros Oriental. The City division of Bais is composed of 60 schools of which 19 comprised the secondary schools. The secondary schools of this division are located at coastal and mountainous areas with farming and fishing as major means of livelihood. Other residents are into small-scale farming and business while few prominent families hold haciendas of sugar cane and other products. Some are domestic workers among well-off families in the city. Some residents are working in the big sugar cane and alcohol industries in the province situated within the city while others are into small entrepreneurial activities.

The identified secondary schools to participate as respondents for this study are 11 out of 18 schools comprising the 3 clusters of secondary schools of Bais City division. These schools being selected represent the small, medium and large school category in terms of learner's population and number of teachers to facilitate the delivery of quality basic education.

Research respondents. The respondents of this study are the public secondary school teachers of Bais City Division. Out of 18 secondary schools, 11 were randomly chosen to take up in the survey. The table below showed distribution of teachers who have took part in the survey. While all other school has 100% participation, it can be noted that Bais City National High School having

108 teachers has only 50% rate of participation. This is owing to the 23% of the population who were not able to answer the questionnaire given and the remaining 27% of the population that has been utilized as recipient of the reliability test which is equivalent to 30 teachers.

The table below shows the distribution of respondents:

	Population	No. of Respondent
▪ Bais City NHS	108	54
▪ Dodong Escano MHS	15	15
▪ Lonoy NHS	16	16
▪ Tagpo NHS	16	16
▪ Bais City Science NHS	13	13
▪ Okiot National High School	16	16
▪ Gov. Julian L. Teves MHS	14	14
▪ Manuel L. Teves MHS	9	9
▪ Mayor Praxedes Vilaanueva MHS	15	15
▪ Bais City Olympia NHS	10	10
▪ Sto. Thomas NHS	14	14
Total	246	192

Research instrument. This study employed the researcher – made questionnaire. The whole questionnaire was presented to three experts in the field of leadership. Preferably includes the Schools Governance Operation Division (SGOD) chief and Curriculum Implementation Division (CID) chief of Bais City division in the use of terms and cross checking if the items are aligned with the specific problems of the study. The three experts validated Parts A and B. The

suggestions of the experts were considered in the refinement of the items in the questionnaire.

Each tool has two main parts: 1) principals' leadership style in the following areas: directive, achievement-oriented, supportive, and participative. 2) extent of principals' instructional technical assistance provided to teachers in terms of: teaching and learning, school curriculum implementation, learning environment and instructional material enhancement.

To ensure item reliability, a dry-run was conducted. There were 30 selected teachers who served as the respondents but are not included in the final respondents of this study. The items were tested for its reliability using the Cronbach's alpha test. In the test conducted, result showed that all indicators have an alpha value ranging from $\alpha=0.735$ up to $\alpha= 0.889$ which is deemed acceptable. This test was regarded as the most suitable type for survey research where items were not scored right or wrong and where each item could have different answers. These were calculated to verify the internal consistency reliability of the items. It is a measure of the extent to which all the variables in the scale are positively related to each other and its theoretical value varies from 0 to 1. Higher values of alpha are more desirable and a value of 0.70 is considered acceptable.

Research procedure. The corrections and suggestions given by the panel members during the design hearing were integrated. Then, the researcher requested for a permit from the division superintendent through the cluster heads of Bais City division to distribute copies of the research tool to the identified respondents. After getting the approval from them, the researcher personally

distributed copies of the instrument to the identified respondents to ensure reliability of answers.

Statistical Treatment of the Data

The tools utilized by the researcher in analyzing the data were the following:

Weighted mean. This is used in getting the leadership styles of principal's as perceived by the teachers in terms of supportive, directive, participative, and achievement –oriented leadership.

Spearman rank correlation coefficient. This is utilized to identify the degree of relationship between the principal's leadership style and the delivery of instructional technical provided to teachers. This testis selected since the data are in ordinal scale.

The following interpretations were applied by the researcher to describe the extent of leadership and provision of instructional technical assistance to teachers.

Scale	Verbal Description	Explanation
4.21-5.00	Manifested always	The principals' leadership effectiveness manifested in 81-100% provision of instructional technical assistance provided.
3.41 -4.20	Manifested oftentimes	The principals' leadership effectiveness manifested in 60-80% provision of instructional technical assistance provided.

2.61-3.40	Manifested sometimes	The principals' leadership effectiveness manifested in 41-60% provision of instructional technical assistance provided.
1.81-2.60	Manifested rarely	The principals' leadership effectiveness manifested in 21-40% provision of instructional technical assistance provided.
1.00- 1.80	Never manifested	The principals' leadership effectiveness manifested in 1-20% provision of instructional technical assistance provided.

To identify the degree of relationship between two variables, the researcher applied the following descriptions (Statistical Correlation, 2009):

Value of r	Strength of Relationship	
Between	± 0.50 to ± 1.00	± strong relationship
Between	± 0.30 to ± 0.49	± moderate relationship
Between	± 0.10 to ± 0.29	± weak relationship
Between	± 0.01 to ± 0.09	± very weak relationship

Operational Definition of Terms

The terms are conceptually and operationally defined to give guidance to the reader's frame of understanding.

Curricular implementation. This refers to the curriculum implementation by the school at all levels which are related to the academic delivery of instruction

for the students. In this study, the school principal's technical assistance towards improving the performance of the teachers and students in all curricular activities is looked into.

Instructional leadership. The ability of the principal to lead and influence the behavior of the teachers towards the whole teaching – learning process. It is a kind of leadership which focuses on the quality of instructions and the quality of its results.

Instructional materials. This refers to the materials used by the teachers in the delivery of their daily lessons. This could be in the form of concrete, semi – concrete, semi – abstract and abstract , printed and non- printed materials. In this study, one of the considerations is the technical assistance given by the school managers to improve the preparation and implementation of instructional materials of the teachers.

Instructional technical assistance. This refers to the tangible plans and actions of the principal in addressing the immediate and basic issues and concerns of the school pertaining to instructions for the purpose of improving its quality and relevance making it more responsive to the needs for the learners.

Leadership style. This refers to the manner and approach a principal employed in providing direction, implementing plans, and motivating people towards achievement of organization's goal and purpose.

Learning environment. This refers to a safe, secure, fair and supportive learning environment that promotes learner responsibility and achievement. It also pertains to school principals and teachers ultimate task to utilize a range of

resources and provide intellectually challenging and stimulating activities to encourage constructive learning interactions geared towards the attainment of high standards of learning.

Principal. This refers to the school head, leader or administrator who functions as Teacher – In – Charge (TIC), Head Teacher, or Principal whose authority, responsibility and accountability focuses on both administration and supervision in school.

Teaching and learning process. This refers to the series of activities undertaken by the teacher- student in the classroom describing how learning happens and is facilitated.

Chapter II

Presentation, Analysis and Interpretation of Data

This chapter presents the gathered data in tabular form. The table are systematically arranged to suit the sequence of the problem. The data pertains to the principals' leadership styles and the extent of instructional technical assistance provided to teachers. The data relevant to the given problem are presented, analyzed, and interpreted to achieve the main purpose of the study.

Results of the study serve as basis in the formulation of a development plans designed to enhance principals' leadership strategies.

Table 1
Extent of Manifestation of Directive Style of the Principals

My principal....	$w\bar{x}$	Verbal Description	Equivalent
1. informs us what needs to be done	4.25	Manifested Always	Very High
2. let everyone follows standard rule	4.17	Manifested Oftentimes	High
3. let every staff knows what is expected of us	4.11	Manifested Oftentimes	High
4. explain the level of performance that is expected	4.08	Manifested Oftentimes	High
Composite	4.15	Manifested Oftentimes	High

Legend	Scale	Verbal Description	Equivalent
	4.21 – 5.00	Manifested Always	Very High
	3.41 – 4.20	Manifested Oftentimes	High
	2.61 – 3.40	Manifested Sometimes	Moderate
	1.81 – 2.60	Manifested Rarely	Low
	1.00 – 1.80	Never Manifested	Very Low

Table 1 presents the data on the extent of manifestation of directive style of the principals. It can be noted all the indicators listed were rated by the respondents “manifested oftentimes” with weighted mean of 4.25, 4.17, 4.11, 4.08 and 4.15

respectively. It gives the idea that it has a high extent of manifestation of directive style of the principal. When they are rank, item number one got the highest of them all which is informing the teachers on what needs to be done. A significant implication that principals really spend ample time in guiding the teachers' pathway leading to their own functions. This is supported by the study of Canaveral (2013) entitled "Public School Principal's Performance: Teachers' Evaluation" where she disclosed that majority of the school heads do their responsibility in giving technical assistance to teachers in all aspects. It could be in curriculum or governance. She further stated that it is not just being a school head in which it will only focus on personal attributes but rather also on professional skills.

On the other hand, though all indicators were rated high and very high, item number four got the lowest rate among them all. This is pertaining to explaining the performance expected to every teacher. There must be wide and thorough information about how teachers must perform. Bersabal (2012) in her study entitled "Teacher Performance and School Heads Level of Administration" wherein she concluded that most of the school heads conduct Learning Action Cell (LAC) in which it is presume already that they have been informing teachers on their respective tasks and possible output on their duties. Furthermore, she emphasized that learning each of their tasks as teachers are already part of their Key Result Areas (KRA) under the RPMS-PPST.

Table 2

Extent of Manifestation of Supportive Style of the Principals

My principal	$w\bar{x}$	Verbal Description	Equivalent
1. behaves thoughtful manner towards subordinates	4.94	Manifested Always	Very High
2. permits the team members to use their own judgment in solving problems	4.37	Manifested Always	Very High
3. assists problems that hinders performance	3.98	Manifested Oftentimes	High
4. uses leadership power to help subordinate to grow and carry task effectively.	3.84	Manifested Oftentimes	High
Composite	4.28	Manifested Always	Very High

Legend	Scale	Verbal Description	Equivalent
	4.21 – 5.00	Manifested Always	Very High
	3.41 – 4.20	Manifested Oftentimes	High
	2.61 – 3.40	Manifested Sometimes	Moderate
	1.81 – 2.60	Manifested Rarely	Low
	1.00 – 1.80	Never Manifested	Very Low

Table 2 represents the extent of manifestation of supportive style of the principals. All the items under this indicator were rated “manifested always” with verbal description of “very high”. This is manifested by weighted mean of 4.94, 4.37, 3.98 and 3.84 respectively. The result from the table gives positive impact to all school heads since they did their very best listed in the different items. From giving assistance to teachers when there are problems pertaining to school related issues. But what makes it more positive to note was that the school heads have high morale and was able to behave with good manners towards his subordinates. This is one of the best qualities they must have in order to have a worthwhile relationship towards constituents. This is further supported by an article from Dorothy MacBride in a magazine “Educational Forum” (2007) wherein the author made mentioned about impact of morality shown by leaders in a certain organization. Whatever you have shown to them will eventually be judged by the followers. It may be good or bad it is up to the leader on what should he prefer. On the same magazine of

different issue, MacBride strongly agrees that being a leader he must be very supportive to all his followers. She highlighted the word empowerment wherein a leader designates his members and give full support.

Table 3
Extent of Manifestation of Participative Style of the Principals

My principal.....	w \bar{x}	Verbal Description	Equivalent
1. consults subordinates	4.24	Manifested Always	Very High
2. asks suggestions to subordinates which assignments should be set	4.24	Manifested Always	Very High
3. acts with consulting teachers	4.23	Manifested Always	Very High
4. listens receptively to subordinates	4.21	Manifested Always	Very High
5. asks subordinates suggestions regarding doing assignments	4.18	Manifested Oftentimes	High
Composite	4.22	Manifested Always	Very High

Legend	Scale	Verbal Description	Equivalent
	4.21 – 5.00	Manifested Always	Very High
	3.41 – 4.20	Manifested Oftentimes	High
	2.61 – 3.40	Manifested Sometimes	Moderate
	1.81 – 2.60	Manifested Rarely	Low
	1.00 – 1.80	Never Manifested	Very Low

Table 3 represents the data on the *Extent of Manifestation of Participative Style of the Principals*. All the items in this indicator were manifested always by the teacher respondents. Almost were having verbal descriptions of “very high”. This is another good implication on the side of the school heads wherein their utmost participation in all the endeavors in the school was seen by the teachers. A good indication that there are evidences of school head and teacher relationship. From asking of suggestions, listening to comments and giving feedbacks are only a few out of the many activities a principal does. This is supported by the study of Sigobia (2014) entitled “School Heads Duties and Responsibilities of School Heads: its Effect

to School Improvement Plan” where she concluded that in order to have a strong relationship between school heads and subordinates, one must listen at a time whenever somebody does the explanation. She further said that a good school heads listens and analyze situations without sharing it to the public.

Table 4
Extent of Manifestation of Achievement-Oriented Style of the Principals

My principal...	w \bar{x}	Verbal Description	Equivalent
1. delegate task to achieve objectives on time	4.36	Manifested Always	Very High
2. monitors subordinate to ensure quality performance	4.12	Manifested Oftentimes	High
3. encourages continuing performance improvement	4.10	Manifested Oftentimes	High
4. sets challenging performance to his subordinates	4.06	Manifested Oftentimes	High
5. conveys subordinates that they should perform at the highest level	4.05	Manifested Oftentimes	High
Composite	4.14	Manifested Oftentimes	HighS

Legend	Scale	Verbal Description	Equivalent
	4.21 – 5.00	Manifested Always	Very High
	3.41 – 4.20	Manifested Oftentimes	High
	2.61 – 3.40	Manifested Sometimes	Moderate
	1.81 – 2.60	Manifested Rarely	Low
	1.00 – 1.80	Never Manifested	Very Low

Table 4 shows the data on *Extent of Manifestation of Achievement-Oriented Style of the Principals*. As reflected in the data, all the items were manifested oftentimes and with verbal description of at least “high”. This is again a very good indication that school head is already adapting the skills of the 21st century wherein the focus relies not only into one aspect but all throughout the success of the school. From monitoring teachers progress and achievement inside the classroom or maybe outside which speaks on academic and extra-curricular activities respectively. Though all the items were high, one item which is “conveying teachers to perform in

the highest level was rated the least among all others. Some of the school heads will never pressure their teachers to achieve success to the highest level but rather encourage them to pass by a ladder towards success in a little by little way.

Table 5

Summary Table of the Extent of Manifestation of Leadership Styles of Principals

Leadership Style	$w\bar{x}$	Verbal Description	Equivalent
1. Directive	4.15	Manifested Oftentimes	High
2. Supportive	4.28	Manifested Always	Very High
3. Participative	4.22	Manifested Always	Very High
4. Achievement-Oriented	4.14	Manifested Oftentimes	High

Table 5 is the summary of the extent of manifestation of leadership styles of principal. Of all the indicators, supportive leadership style ranks first with weighted mean of 4.28. This is followed by participative, directive and achievement oriented with weighted mean of 4.22, 4.15 and 4.14 respectively. A very good indication that the school heads perform their duties and responsibilities basing upon as to what kind of leadership they have. It is also in this data wherein we can say that most of the school heads in Bais City division are supportive. It is a remarkable coincidence since a supportive leader is participative and at the same directs properly his subordinates so in this manner achievement will just come in.

Table 6 below shows the data on the *Extent of Instructional Technical Assistance of the Principals in Terms of Teaching and Learning*. It is worthwhile to note and reflect that the teachers rated their principals positively as can be seen in the data that all items pertaining to giving technical assistance were manifested oftentimes with verbal description of “high”.

Table 6

Extent of Instructional Technical Assistance of the Principals in Terms of Teaching and Learning

My principal...	w \bar{x}	Verbal Description	Equivalent
1. demonstrates school head-teacher relationship during feed backing	4.19	Manifested Oftentimes	High
2. prepares a supervisory plan.	4.15	Manifested Oftentimes	High
3. conducts instructional supervision using appropriate strategy.	4.11	Manifested Oftentimes	High
4. evaluates lesson plans as well as classroom and learning environment.	3.99	Manifested Oftentimes	High
5. has a wide understanding on teaching capabilities and weaknesses	3.99	Manifested Oftentimes	High
6. provides timely, accurate and specific feedback in a collegial manner regarding performance.	3.97	Manifested Oftentimes	High
7. suggests some of the latest innovations and strategies when it comes to students' learning.	3.87	Manifested Oftentimes	High
Composite	4.04	Manifested Oftentimes	High

Legend	Scale	Verbal Description	Equivalent
	4.21 – 5.00	Manifested Always	Very High
	3.41 – 4.20	Manifested Oftentimes	High
	2.61 – 3.40	Manifested Sometimes	Moderate
	1.81 – 2.60	Manifested Rarely	Low
	1.00 – 1.80	Never Manifested	Very Low

This is a very good response since school heads do their duties in giving assistance to teachers when it comes to teaching and learning. Among all others that were rated high was on demonstrating school head-teacher relationship during feedback session with a weighted mean of 4.19. Next is being responsible in all his endeavors since they make supervisory plan with a weighted mean of 4. 15. Through, a supervisory plan the school heads were able to plan very well on their respective duties and priorities. Likewise, in the study of Villarin (2013) entitled “Administrative Functions, Attributes and Students Academic Performance” wherein in his review of related literature he discussed about importance of

supervisory plan among school administrators in order to plan out very well the necessary task to be done in a day. As to indicators 4,5,6,&7 with weighted mean of 3.99, 3.99, 3.97 & 3.87 falls with verbal description “high” implied an ideal measure of technical assistance provided to teachers in terms of teaching and learning.

Table 7
Extent of Instructional Technical Assistance of the Principals in Terms of School Curriculum Implementation

My principal...	w \bar{x}	Verbal Description	Equivalent
1. enriches curriculum offerings based on local needs.	4.15	Manifested Oftentimes	High
2. spearheads in embracing the implemented curriculum	4.08	Manifested Oftentimes	High
3. cascades information to the community the current curriculum used	4.06	Manifested Oftentimes	High
4. has the wide background and knowledge on the implemented curriculum	4.01	Manifested Oftentimes	High
5. assesses the effectiveness of the curricular/ co-curricular programs and instructional strategies.	4.00	Manifested Oftentimes	High
6. works with teachers in curriculum review.	3.87	Manifested Oftentimes	High
7. manages curriculum innovation and enrichment with the use of technology.	3.79	Manifested Oftentimes	High
Composite	4.00	Manifested Oftentimes	High

Legend	Scale	Verbal Description	Equivalent
	4.21 – 5.00	Manifested Always	Very High
	3.41 – 4.20	Manifested Oftentimes	High
	2.61 – 3.40	Manifested Sometimes	Moderate
	1.81 – 2.60	Manifested Rarely	Low
	1.00 – 1.80	Never Manifested	Very Low

Table 7 represents data on the *Extent of Instructional Technical Assistance of the Principals in Terms of School Curriculum Implementation*. All the items in this indicator were manifested oftentimes by the school head with a verbal description of “high”. A very good thing to note that aside from focusing on the governance side of the school, school heads were able to see into account the needs in the

curriculum. It is a part and parcel of their duties under the RPMS-PPST wherein they have to monitor the existing needs of the localities pertaining to curriculum offerings. The study entitled “The principal as curriculum leader during a time of educational change” supports the idea that in the 21st century principal’s are importantly acting as curriculum leaders and implementers which has an important role to play in setting the tone for quality teaching and learning that is in the learner’s context (Gertrude, 2009). It can be noted however, that among the indicators rated with “high”, number 7 which speaks about the extent of instructional technical assistance provided to teachers in terms of curriculum management, innovation and enrichment with the use of technology scaled the lowest. Gertrude further concluded from the findings of his study that although principals performs their roles and meet their responsibilities as curriculum leaders, they still require additional support to execute certain aspects of their duties. Hence, it is vital for school principals to have a wide background on the how’s of giving technical assistance most importantly on ICT related concerns.

Table 8 represents data on *Extent of Instructional Technical Assistance of the Principals in Terms of Learning Environment*. Data revealed that principals manifested oftentimes all 7 indicators with verbal description of “high”. This implied that principals ensure that learners are learning in a child-friendly, gender-sensitive, safe and motivating environment (Deped, VMG). Thus, this kind of quality made him to spare ample time allowing teachers to know more about different strategies in dealing with children with attitude problem.

Table 8

Extent of Instructional Technical Assistance of the Principals in Terms of Learning Environment

My principal...	w \bar{x}	Verbal Description	Equivalent
1. equips skills and competence in managing learners behavior in a positive and non-violent discipline.	4.15	Manifested Oftentimes	High
2. demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environment.	4.13	Manifested Oftentimes	High
3. provides a supportive mechanism for teachers to successfully create a conducive learning environment for learners.	4.12	Manifested Oftentimes	High
4. keeps inculcating values and understanding on creating a learning environment that promotes fairness, respect and care to encourage learning.	4.09	Manifested Oftentimes	High
5. gives us the idea about the latest common strategies used in handling classroom management	3.98	Manifested Oftentimes	High
6. does simulation at least once a month showing positive classroom management that nurtures and inspires learner' participation.	3.82	Manifested Oftentimes	High
7. conducts Learning Action cells (LAC) pertaining to managing classroom structure that engages learners in meaningful exploration, discovery, and hands-on activities within physical learning environment.	3.62	Manifested Oftentimes	High
Composite	3.99	Manifested Oftentimes	High

Legend	Scale	Verbal Description	Equivalent
	4.21 – 5.00	Manifested Always	Very High
	3.41 – 4.20	Manifested Oftentimes	High
	2.61 – 3.40	Manifested Sometimes	Moderate
	1.81 – 2.60	Manifested Rarely	Low
	1.00 – 1.80	Never Manifested	Very Low

Simply from identifying behaviors of learners down to give teachers the idea on how classroom management should be done better. It can be deduced however, that among the indicators rated with “high” item number 7 which reflects the technical assistance provided to teachers in the conduct Learning Action cells

(LAC) pertaining to managing classroom structure that engages learners in meaningful exploration, discovery, and hands-on activities within physical learning environment ranks the lowest weighted mean which is 3.62. This can be attributed to the fact that the idea of the conduct of LAC has not yet been fully implemented in some schools. Unskilled school heads may not be able to carry on the task as expected. Pressreader (2017) releases an article on the “Role of the Principal in the LAC” it is clearly emphasized in the article that the principal functions as the LAC leader and facilitator. As a leader and facilitator, she is expected to actively engage teachers to listen to what is being shared in the session, link function redirecting the session to pertinent points, acknowledging teacher’s ideas and establishing rapport to convey acceptance of matters which are diverse in nature, in that way she will be able to encourage strong commitment from the teachers in addressing the pressing needs of the school for instructional interventions.

Table 9 below shows the data on the *Extent of Instructional Technical Assistance of the Principals in Terms of IMs Enhancement*. A very good indicator of a school head who functions very well is by providing assistance to teachers when it comes to enhancement of instructional materials. This is one of the key in order for learners to learn. The result however shows a big impact to school heads that they are really looking into the children’s welfare since all the items listed was manifested by them oftentimes and some are always. This is actually viewed by weighted mean of 4.39, 4.21, 4.17, 4.14, 3.73, and 3.72 respectively.

Table 9

Extent of Instructional Technical Assistance of the Principals in Terms of IMs Enhancement

My principal...	w \bar{x}	Verbal Description	Equivalent
1. provides allocated budget for IMs coming from MOOE	4.39	Manifested Always	Very High
2. explains always the importance of IMs during discussions	4.21	Manifested Always	Very High
3. gives ample time to teachers in the preparation of their IMs	4.17	Manifested Oftentimes	High
4. encourages everyone to come up with the best IMs in their class	4.14	Manifested Oftentimes	High
5. provides strategies in coming up with an IM's that is responsive and relevant to the learners context.	3.83	Manifested Oftentimes	High
6. inspires us to integrate across all subject areas the utilization of ICT-based IM's.	3.73	Manifested Oftentimes	High
7. ensures that IM's are being quality assured as to relevance and responsive.	3.72	Manifested Oftentimes	High
Composite	4.03	Manifested Oftentimes	High

Legend	Scale	Verbal Description	Equivalent
	4.21 – 5.00	Manifested Always	Very High
	3.41 – 4.20	Manifested Oftentimes	High
	2.61 – 3.40	Manifested Sometimes	Moderate
	1.81 – 2.60	Manifested Rarely	Low
	1.00 – 1.80	Never Manifested	Very Low

The school heads allow every teacher to maximize the use of ICT as part and parcel of the latest technology. One good thing is that it is a great response of the teachers that their principal has the heart to share to them different materials coming from the MOOE. For this manner, the children in school will be benefited. After such distribution, it is now the time for the school head to explain the strategies being used in making sense with the materials given. All of these were reflected by the teachers from their school heads. Aligato (2014) in his study “Utilization of MOOE in the First District of Escalante Division: Basis for Financial Literacy Training” where he disclosed that giving a portion of the MOOE to teachers

for their Instructional Materials development has a big impact to learners' learning development. He further stated that it is a wide duty and great responsibility of the school head to allocate budget for the instructional materials.

Table 10
Summary Table of the Extent of Instructional Technical Assistance of Principals to Their Teachers

Areas	w \bar{x}	Verbal Description	Equivalent
1. Teaching and Learning	4.04	Manifested Oftentimes	High
2. School Curriculum Implementation	4.00	Manifested Oftentimes	High
3. Learning Environment	3.99	Manifested Oftentimes	High
4. IMs Enhancement	4.03	Manifested Oftentimes	High

Table 10 shows the *Summary Table of the Extent of Technical Assistance of Principals to Their Teachers*. Of all the indicators pertaining to giving of technical assistance of school heads to their teachers, item number 1 got the highest weighted mean of 4.04 which is teaching and learning. This is followed by IM's enhancement, school curriculum implementation and learning environment with weighted mean of 4.03, 4.00 and 3.99 respectively. Based from the result, a great possibility that learning will takes place in every secondary schools of the division of Bais City since school head are able to give appropriately technical assistance in various indicators as perceived by the teacher- respondent.

Table 11

Relationship between Extent of Manifestation of Principals' Leadership Style and the Delivery of Technical Assistance to Teachers

Principals' Leadership Style	Principals' Technical Assistance to Teachers			
	Teaching and Learning	School Curriculum Implementation	Learning Environment	IMs Enhancement
Directive	$r_s = 0.811$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.804$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.809$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.768$ $p = 0.000$ Reject H_0 Significant
Supportive	$r_s = 0.841$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.839$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.818$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.799$ $p = 0.000$ Reject H_0 Significant
Participative	$r_s = 0.836$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.834$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.831$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.847$ $p = 0.000$ Reject H_0 Significant
Achievement-Oriented	$r_s = 0.853$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.882$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.855$ $p = 0.000$ Reject H_0 Significant	$r_s = 0.830$ $p = 0.000$ Reject H_0 Significant

Level of significance = 0.05

Legend:	Value of r	Strength of Relationship (Statistical Correlation, 2009)
	Between ± 0.50 to ± 1.00	\pm strong relationship
	Between ± 0.30 to ± 0.49	\pm moderate relationship
	Between ± 0.10 to ± 0.29	\pm weak relationship
	Between ± 0.01 to ± 0.09	\pm very weak relationship

The data in Table 11 presents the relationship between the extent of manifestation of principals' leadership style and the delivery of technical assistance to teachers. It can be construed that every area in leadership style is correlated to the different areas of instructional technical assistance of the principals. The data revealed further that all the values of r_s to every variable being paired are classified as strong. The data further reveal that all the p-values are all less than the level of significance (0.05). These findings will lead to the rejection of the null hypothesis. This means that the higher the leadership style of the principals, the higher also is

their technical assistance to teachers. The result implies that the more a certain principal applies all the leadership style being mentioned, the more technical assistance he could offer to the teachers. Leadership style should not be only one being part of the principal but it should be more. This result was further explained by Shemdon Forbes (2014) in his book entitled "Journey to a Thousand Miles of Being an Administrators" where he stated that a good administrator must possess different qualities and style in leading a group. These styles would help him weigh-in over a situation of different scenarios. However, one must be knowledgeable enough how to handle these styles and how to use it. After all, a smooth sailing technical assistance will be immediately given to anyone who needs him in the school.

Chapter III

Summary of Findings, Conclusions and Recommendations

Restatement of the Problem

This study aimed to assess the principals' leadership styles and the extent of instructional technical assistance provided to teachers. Specifically, the study sought to answer the following question:

1. What is the extent of manifestation of leadership styles of principals as perceived by the teacher-respondents in the following areas:
 - 1.1 directive leadership style;
 - 1.2 supportive leadership style;
 - 1.3 participative leadership style; and
 - 1.4 achievement-oriented style?
2. To what extent do principals deliver the following instructional technical assistance to their teachers as perceived by the teacher-respondents:
 - 2.1 teaching and learning;
 - 2.2 school curriculum implementation;
 - 2.3 learning environment; and
 - 2.4 IMs enhancement?
3. Is there a significant relationship between the extent of manifestation of principals' leadership style and the extent of delivery of technical assistance to teachers?

Restatement of Null Hypothesis

The researcher hypothesized that:

H₀₁: There is no significant relationship between the principals' leadership style and the instructional technical assistance provided to teachers.

Summary of Findings

From the data gathered in the study, the following are the salient findings.

1. Extent of manifestation of leadership styles of principals as perceived by the teacher-respondents in the following areas:

The data revealed the following result pertaining to the extent of manifestation of leadership styles of principals as perceived by the teacher-respondents:

- a. directive leadership: $w\bar{x}=4.15$ (high);
- b. supportive leadership: $w\bar{x}= 4.28$ (very high);
- c. participative leadership: $w\bar{x}=4.22$ (very high); and
- d. achievement –oriented: $w\bar{x}=4.14$ (high).

2. Extent do principals deliver the following instructional technical assistance to their teachers as perceived by the teacher-respondents.

The data showed the following result in terms of the extent of instructional assistance principal's provided to their teachers in terms of:

- a. teaching and learning: $w\bar{x}=4.04$ (high)
- b. school curriculum implementation: $w\bar{x}=4.00$ (high)
- c. learning environment: $w\bar{x}= 3.99$ (high)
- d. IM's enhancement: $w\bar{x}= 4.03$ (high)

3. Relationship between the extent of manifestation of principals' leadership style and the extent of delivery of technical assistance to teachers?

The data reflected that every area in leadership style of the principals when correlated to the different areas of their technical assistance to their teachers revealed values of r_s that can be classified as strong relationship. The data further revealed that all the all the p-values are all less than the level of significance (0.05). Thus the null hypothesis is rejected.

Conclusions

In the light of the findings, the following conclusions are hereby drawn:

1. The principals manifest supportive and participative leadership styles to a very high extent while directive and achievement-oriented leadership styles to a high extent only.
2. The instructional technical assistance of the principals to their teachers is high in the following areas: teaching and learning, school curriculum implementation, learning environment and IMs enhancement.
3. There is a strong relationship between the four principals' leadership styles and their delivery of technical assistance to teachers.

Recommendations

In the light of the findings and conclusions drawn, the following recommendations are offered:

1. That the Department of Education may utilize the findings of this study in crafting tangible development plans and programs to enhance principal's

leadership style as it is cognizant to the success in giving instructional technical assistance to teachers.

2. That school principals shall upgrade their leadership skills and practices to uplift the quality of technical assistance they will be providing to their teachers.
3. That school head aspirants' credentials in terms of leadership and capability to extend instructional technical assistance to teachers may be basis for schools division superintendent in hiring and placing instructional leaders in school.

References

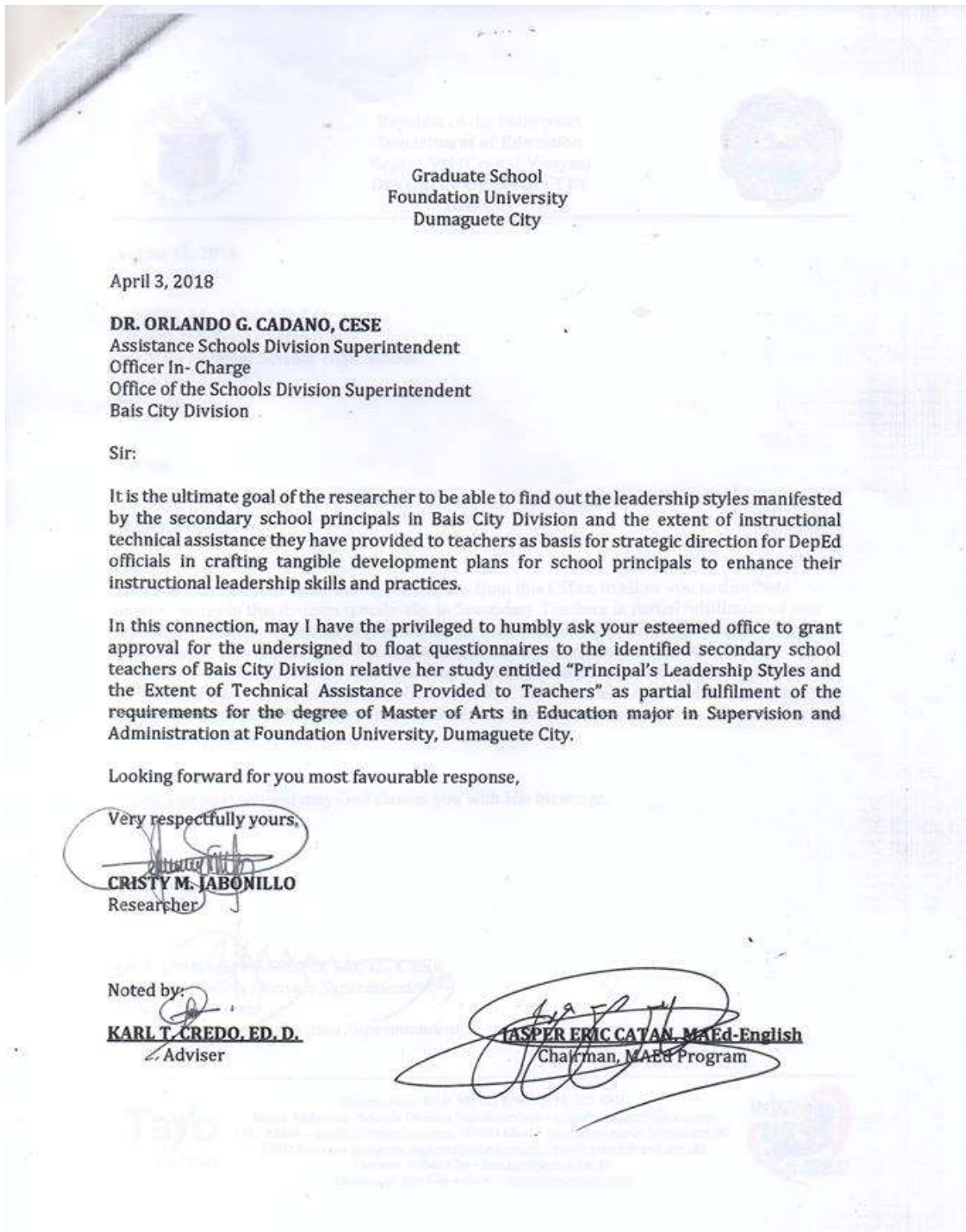
- Adeyemi, T.O (2013). *Principals' Leadership Styles and Student Academic Performance in Secondary Schools*. International Journal of Academic Research in Progressive Education Development.
- Aligato, Gliderio (2014). *Utilization of MOOE in the First District of Escalante Division: Basic Financial Literacy Training*. Master's Thesis presented to St. Therese University, Iloilo City.
- Bersabal, Nida (2012). *Teacher Performance and School Heads Level of Administration*. Doctoral Dissertation, Foundation University, Dumaguete City.
- Bueno, Thelma M. (1999). *The Relationship Between Congruence of Leadership Style and Job Satisfaction in Private Secondary School in Dumaguete City*. Doctoral Dissertation, Silliman University, Dumaguete City
- Canaverall, Susana (2013). *Public School Principal's Performance: Teachers' Evaluation*. Central Philippines State University.
- Crain, Henry G. (1998). *Taking Risks to Improve Instruction: Boston: Educational Leadership, Inc.*
- Daft, Richard (2011). *Organizational Theory, Design, and Management*.
- Day, Christopher et.al.(2000). *Leading School in Times of Change*. Philadelphia: Open University Press.
- DuBrin, Andrew J. (2010). *Principles of Leadership*. South- Western Cengage Learning. Michigan State University.
- Department of Education (2012). *National Competency-Based Standards for School Heads*.
- Department of Education. (2004). *Third Elementary Education Project. Central Project Implementation Support Unit. Operations Manual on School Improvement and Innovation Facility*, Pasig City, Philippines
- Department of Education (2017). *National Adoption and Implementation of the Philippine Professional Standards for Teachers*. DepEd Order number 42 series 2017.
- Dewan, Shashi and Dewan, Disha (2010). *Distance Eduaction Teacher as a Leader: Learning from the Path Goal Leadership Theory*. MERLOT Journal of Online Learning and Teaching.

- Escarda, Zosima Galapago. (1998). *Relationship Between the Leadership Styles of Secondary School Administrators and the Job Satisfaction Levels of Teachers in the Fourth Congressional District of Cebu: Basis for Action Plan for Improved Administrator-Teacher Relationship*. Master's Thesis, University of Southern Philippines, Cebu City.
- Gertrude, Sybill (2009). *The Principal as Curriculum Leader during a Time of Educational Change*. Master's Thesis, University of Stellenbosch.
- Gorton, Richard A. (2007). *School Leadership and Administration: Important Concept, Case Studies & Simulation*. (7thed.) Massachusetts: MC Graw-Hill Companies Inc.
- Gorton, Richard, Judy A. Alston and Petra Snowden (2007). *School Leadership & Administration Important Concept Case Studies & Simulation* New York: The MC Grow-Hill Companies Inc.
- House, R.J. (1996). *Path-goal theory of leadership: Lessons, legacy, and a reformulated theory*. *Leadership Quarterly*. 7 (3): 323–352.
- International Journal of Innovative Research in Science, Engineering and Technology (2017). *Classroom Environment: An Analytical Review of Related Literature*. Website: www.ijirset.com. Vol.6, Issue 7.
- Jesusimo A. Inoferio. (2014). *Capacitating School Heads in Leadership in the District of Bacong*. Master's Thesis, Cebu Technological University, Moalboal, Cebu
- Kossof, Leslie L. (2006). From Manager to Leader. <http://www.management.about.com>.
<http://www.slideshare.net/Autotask/financial-management-best-practices-27454485>.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1033.1598&rep=rep1&type=pdf>
- Kickul, Jill & Neuman, George (2000). The Role of Individual Differences in Emergent Leadership Behaviors and their Influence on Team Performance.
- Khan, A. K. & Adnan, N. (2014). *Impact of Leadership Styles on Organizational Performance*. *International Journal of Management Sciences, Research Academy of Social Sciences*, vol.2(11), pages 501-515.
- MacBride, Dorothy (2007). *Educational Forum*. Forbes Magazine, Miami USA.
- Nasongo & Lydia (2009). Influence of Strategic Leadership Style on Academic Performance.
- Northouse, Peter G. (2013). *Leadership Theory and Practice* 4th Edition; Thousand Oaks: Sage Publications, Inc., Western Michigan University.

- PressReader (2017). *The Role of Principal in the LAC Sessions*. Sun Star Pampanga.
<https://www.pressreader.com/Philippines/sunstar.../20170308/281642484966531>
- Republic Act 9155 (2001). Governance of Basic Education Act.
- Sigobia, Lilybeth (2014). *School Heads Duties and Responsibilities of School Heads: It's Effect*. Master's Thesis, Cebu Normal University.
- Forbes, Sheldon (2014). *Journey to a Thousand Miles of Being an Administrators*.
- Sindhvad, Swetal P. (2009). *School Principals as Instructional Leaders: An Investigation of School Leadership Capacity in the Philippines*. Doctoral Dissertation of Philosophy, University of Minnesota.
- Smyth, John. *Critical Discourses on Teacher Development*. (1995). London: Cassel Wellington House
- Villarin, Anecita (2013). *Administrative Functions, Attributes and Students Academic Performance*. Villaflores College, Tanjay City.
- Yman, Alejandro L. (1998). *Leadership Styles of Secondary School Administrators in the Division of Samar, Region VIII; Proposed Integrated Leadership Training Guide*. Doctoral Dissertation University of the Visayas, Cebu City.
- Yulk, Gary (2012). *Leadership in Organization*. Eighth Edition. University of Albany, State University of New York.

APPENDICES

Request Letter to the Schools Division Superintendent



Approval Letter from the Schools Division Superintendent



Republic of the Philippines
Department of Education
Region VII (Central Visayas)
DIVISION OF BAIS CITY
Bais City



August 13, 2018

CRISTY M. JABONILLO
Secondary School Principal 1
Bais City National Science High School
Bais City Division
Bais City

Madam:

Warmest Greetings!

This is relative of your letter asking permission from this Office to allow you to distribute questionnaires in this division specifically to Secondary Teachers in partial fulfillment of your requirements for your masters degree. Please be informed that this Office appreciates your effort in continuing your professional development and hereby interposes no objection thereof. Provided, that the said activity will not disrupt classes in compliance to DepEd's No Disruption of Classes Policy stipulated in DepEd Order No. 9, s. 2005 entitled *Instituting Measures to Increase Engaged Time-On-Task*. Furthermore, it is the discretion of the School Head concern to actively participate in your study.

Thank you so much and may God shower you with His blessings.

Very truly yours,


ORLANDO G. CADANO, ED. D., CESE
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent



Contact Nos.: (035) 402-3172; 402-3174; 522-1907
Email Addresses: Schools Division Superintendent - orlandocadano@yahoo.com;
OIC-ASDS - arnulfs2004@yahoo.com; SGOD Chief - emmanuelgarcia@deped.gov.ph;
HRD Section - mariaivanessa.teves@deped.gov.ph / hinale.esler@deped.gov.ph;
Division of Bais City - bais.city@deped.gov.ph
Division of Bais City website - depedbais.vrcbly.com



Graduate School
Foundation University
Dumaguete City

August 31, 2018

ERNESTO Q. ALAS-AS JR.
School Principal II/ Cluster Head
Secondary Schools-Cluster 1
Bais City Division
Bais City

Sir:

May I have the privileged to humbly ask your esteemed office to grant approval for the undersigned to float questionnaires to 75 teachers which shall be randomly selected from your cluster.

This is in connection with the undersigned study entitled "Principal's Leadership Styles and the Extent of Technical Assistance Provided to Teachers" as partial fulfilment of the requirements for the degree of Master of Arts in Education major in Supervision and Administration at Foundation University, Dumaguete City.

Attached herewith is the photocopy of the approved Letter of Request from the Schools Division Superintendent.

Looking forward for you most favourable response, I am..

Very respectfully yours,


CRISTY M. JABONILLO
Researcher

Received:
8-31-18
J

I. Extent of principals' leadership styles and instructional technical assistance provided to teachers.

Directions: Make an honest assessment of the leadership styles manifested by your school principal and the extent of instructional technical assistance provided by checking the box that corresponds to your response on each of the item indicated.

SCALE DESCRIPTION

Scale Categories		Explanation
5	Manifested Always	Very Effective
4	Manifested Oftentimes	Effective
3	Manifested Sometimes	Moderately Effective
2	Manifested Rarely	Less Effective
1	Never Manifested	Never Effective

Leadership Style...

A	Directive Style...my principal....	5	4	3	2	1
1	let every staff knows what is expected of us					
2	Informs us what needs to be done					
3	let everyone follows standard rule					
4	Explain the level of performance that is expected					
B	Supportive style...my principal					
1	Uses leadership power to help subordinate to grow and carry task effectively.					
2	permits the team members to use their own judgment in solving problems					
3	Assists problems that hinders performance					
4	Behaves thoughtful manner towards subordinates					
C	Participative style...my principal.....					

1	Consults subordinates					
2	Listens receptively to subordinates					
3	Acts with consulting teachers					
4	Asks subordinates suggestions regarding doing assignments					
5	Asks suggestions to subordinates which assignments should be set					
D	Achievement- oriented styles...my principal..					
1	Conveys subordinates that they should perform at the highest level					
2	Sets challenging performance to his subordinates					
3	Encourages continuing performance improvement					
4	Monitors subordinate to ensure quality performance					
5	Delegate task to achieve objectives on time					
	Extent of Instructional Technical Assistance in the following.....	5	4	3	2	1
Teaching and Learning.....my school head						
	1. prepares a supervisory plan.					
	2. conducts instructional supervision using appropriate strategy.					
	3. evaluates lesson plans as well as classroom and learning environment.					
	4. provides timely, accurate and specific feedback in a collegial manner regarding performance.					
	5. suggests some of the latest innovations and strategies when it comes to students' learning.					
	6. demonstrates school head-teacher relationship during feed backing					
	7. has a wide understanding on teaching capabilities and weaknesses					
School Curriculum Implementation... my school head.....						
	1. spearheads in embracing the implemented curriculum					
	2. cascades information to the community the current curriculum used					

	3. has the wide background and knowledge on the implemented curriculum					
	4. enriches curriculum offerings based on local needs.					
	5. assesses the effectiveness of the curricular/ co-curricular programs and instructional strategies.					
	6. works with teachers in curriculum review.					
	7. manages curriculum innovation and enrichment with the use of technology.					
Learning Environment....my school head...						
	1. gives us the idea about the latest common strategies used in handling classroom management					
	2. keeps inculcating values and understanding on creating a learning environment that promotes fairness, respect and care to encourage learning.					
	3. conducts Learning Action cells (LAC) pertaining to managing classroom structure that engages learners in meaningful exploration, discovery, and hands-on activities within physical learning environment.					
	4. does simulation at least once a month showing positive classroom management that nurtures and inspires learner' participation.					
	5. demonstrate knowledge of policies, guidelines and procedure that provide safe and secure learning environment.					
	6. equips skills and competence in managing learners behavior in a positive and non-violent discipline.					
	7. provides a supportive mechanism for teachers to successfully create a conducive learning environment for learners.					
IMs Enhancement... my school head						
	1. encourages everyone to come up with the best IMs in their class					
	2. provides allocated budget for IMs coming from MOOE					

3. gives ample time to teachers in the preparation of their IMs					
4. explains always the importance of IMs during discussions					
5. provides strategies in coming up with an IM's that is responsive and relevant to the learners context.					
6. ensures that IM's are being quality assured as to relevance and responsive.					
7. inspires us to integrate across all subject areas the utilization of ICT-based IM's.					

Curriculum Vitae

Personal Profile

Name: Cristy M. Jabonillo
Date of Birth: December 25, 1980
Place of Birth: Tampilisan , Zamoboanga Del Norte
Home Address: Cambanjao, Bais City
Spouse: Rolando Jr. D. Jabonillo
Child: Roland Cyr M. Jabonillo
Raiah Cassandra M. Jabonillo

Educational Background

Graduate Studies: Master of Arts in Education major in Supervision and Administration
Foundation University
March, 2019

Tertiary: Bachelor of Secondary Education- Mathematics
Negros Oriental State University
March 2002

Secondary: Bais City National High School
Bais City
March 1998

Elementary: Molos Elementary School
Tampilisan, Zamboanga Del Norte
March 1994

Work Experience Principal 1
Bais City Science National High School
Bais City
2018- Present
Principal 1

Javier Laxina I Memorial High School

2013 – 2018

Teacher III

Javier Laxina I Memorial High School

2010-2013

Teacher 1

Dodong Escano Memorial High School

2005-2010

Scholarship Grant:

Local Government Unit Academic Scholarship

Bais City

1998-2002

Awards Received:

Most Outstanding Secondary School Manager

December, 2016

Most Outstanding Student Teacher

March, 2002

Dean's Efficiency Awardee

2002

Examinations Passed

National Qualifying Examinations for SH

October, 2015

Licensure Examination for Teachers

November, 2002