

Leadership Attributes, Qualities, and Capacities of School Principals and Their Contribution to School Performance Among Select Private Schools in Marawi City

MINANGOAO P. IMAM¹, SOHAILAH P. IMAM²

MSU-Lanao National College of Arts and Trades

Abstract- The study was conducted to investigate the relationship between the teachers' perceptions on the leadership attributes, leadership qualities and the school performance in Marawi City Division during the school year 2018-2019. The inferential survey method of research was used in this study with aid of survey-questionnaire as an instrument which consisted of four parts, namely: Attributes of the principal, leadership Qualities of the principal, capacities of the principal and the contribution of the school principal to school performance. A total of one hundred seven (107) teacher-respondents. The study used Evaluative- inferential research design to evaluate the process, impact and outcome of school principals' performance. The statistical tools used was frequency, percentage distribution, weighted mean, standard deviation and Pearson Product Moment Coefficient Correlation (r_{xy}) to gain meaningful insights and draw valid conclusions based on the results of the data. The results revealed that the attributes leadership, qualities leadership, and capacities of the principals' as perceived by the teacher respondents, to be highest of attributes, it signified that the principals always demonstrated as being development-oriented specifically by encouraging good team work and collaboration in order to foster positive relationship. The second attribute that the principals were always described was being peace-loving and always advocating peace education. Furthermore, the principals have strong organizational skills that juggled to a number of high priority task that require them to be organized in order to be successful, attention to detail from keeping truck of the school calendar. Moreover, on the leadership capacities, the teacher-respondents disclosed that their principals were highest in always exhibiting instructional leadership by way of giving directions on activities for the teachers; by personally coordinating efforts towards

increasing students' achievements and always encouraging the teachers to develop self-discipline, initiative, and creativity.

Indexed Terms- Attributes, Qualities Leadership, Capacities and The Principals' Contribution To School Performance.

I. INTRODUCTION

Ensuring equity in education and academic success for all students requires a highly skilled principal who engages others in continually improving the instructional program in order to meet the needs of students. In the same vein as it is the principal, who is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their abilities, one can almost always point to the principal's leadership as the key to all these successes. Nowadays, Leaders influenced school cultures and climate, but so do teachers. Principal leaders in schools needed to evaluate their leadership practices that were having a positive impact on teachers and students. These leadership practices along with teachers and principals collaborating to determine the culture of their school would have strengthened schools to a level that would have had an impact on student achievement, then everyone in the school would have benefited. The benefits would have been for principals, teachers, staff, faculty, students and all stakeholders. These benefits could have included more positive relationships, increased in motivation, and more effective leadership practices.

Leadership is very crucial and essential in any organization especially educational institutions as it plays an indispensable role in the effectiveness of an educational institution, right from the setting of goals to accomplishment of goals. Nowadays, Leaders influenced school cultures and climate, but so do teachers. Principal leaders in schools needed to evaluate their leadership practices that were having a positive impact on teachers and students. These leadership practices along with teachers and principals collaborating to determine the culture of their school would have strengthened schools to a level that would have had an impact on student achievement, then everyone in the school would have benefited. The benefits would have been for principals, teachers, staff, faculty, students and all stakeholders. These benefits could have included more positive relationships, increased in motivation, and more effective leadership practices. Thus, this research studied principals' leadership qualities in private schools and will investigate the perceptions of the teachers regarding the relationship of leadership attributes, leadership qualities and leadership capacities of their principals during the school year 2018-2019.

II. METHODOLOGY

To attain the research objectives, Evaluative-inferential research design was used in this study to measure accurately the teacher-respondents' perceptions unto the qualities, traits and types of school leaders they had. It was also inferential because correlational tests of significant relations between variables were being done. The respondents were one hundred seven (107) secondary school teachers from the selected private high schools in Marawi City Division during the school year 2018-2019. The necessary primary data in the study were gathered using a validated self-made structured survey questionnaire with sixty-eight (68) indicators. Before the administering of the instruments, the instrument was validated first by four experts in the field.

The researchers-made questionnaire patterned after other researchers. It consisted of four parts: Part one was on Attributes of the principal as perceived by the respondents in terms of being: development Oriented;

peace loving; empathetic; self-management attributes; and work commitment. Part two was leadership Qualities of the principal of the principal as perceived by the respondents in the aspects of: decision Making; time management; conceptualization; building relationship; and communication skills. Moreover, frequency, percentage distribution, weighted mean, standard deviation and Pearson Product Moment Coefficient Correlation was used as statistical data to gives meaning and systematically accounts of the variability and uncertainty to make valid inferences and enable to understand what all the data results means.

III. RESULTS AND DISCUSSION

In this part, it discussed the perception of the teacher-respondents on the attributes of their principals. These attributes were identified as follows: development oriented, peace loving, empathetic, self-management attributes; and work commitment. The scale used ranged from always, often, sometimes, and never descriptive of the principal.

On the problem Respondents' Perception on the Attributes of Principals as Development-Oriented Table 1 presents the mean rating of the perception of the respondents on the Development-Oriented Attributes of the Principals. As manifested in Table 1, the teacher respondents revealed that their principals were always demonstrating development-oriented attributes, foremost of which was the ability to encourage good team work and collaboration by fostering positive relationship (WM=3.69; SD= 0.5732). the principals were always well-oriented on his daily work activities (WM=3.65; SD=0.6159); and were always thinking clearly and critically for the welfare of everybody (WM=3.61; SD= 0.6971).

Furthermore, the teacher-respondents perceived that their principals were always promoting exploration of new and better ways of doing things (WM=3.58; SD= 0.6735). The Principal ensures that deadlines are met and jobs are completed (WM= 3.56; SD= 0.6015); and focuses on supporting, motivating and developing the people in their teams (WM= 3.52; SD= 0.7444). lastly, was the Principal encouraging a tentative, critical analysis and readiness for change of

the work situation (WM= 3.46; SD= 0.6031). The findings manifested that the teacher respondents always describe their principal as demonstrating development-oriented attributes in a sense that the principals have ability to encourage good team work

and collaboration by fostering positive relationship, were always well-oriented on his daily work activities, and were always thinking clearly and critically for the welfare of everybody.

Table 1
Mean rating of the Respondents Perception on the Attributes of the Principals as Development-Oriented

Statement Indicators	Weighted mean	Standard Deviation	Descriptive Rating	Rank
The principal encourages good team work and collaboration by fostering positive relationship.	3.69	0.5732	Always	1
The principal is well oriented to his daily work activities.	3.65	0.6159	Always	2
The principal thinks clearly and practically for the welfare of everybody.	3.61	0.6971	Always	3
The Principal has more time consuming activities in his administration.	3.60	0.5470	Always	4
The Principal promotes exploration of new and better ways of doing things.	3.58	0.6735	Always	5
The Principal ensures that deadlines are met and jobs are completed.	3.56	0.6015	Always	6
The principal focuses on supporting, motivating and developing the people in their teams.	3.52	0.7444	Always	7
The Principal encourages a tentative, critical analysis and readiness for change of the work situation.	3.46	0.6031	Always	8
Average	3.58	0.6320	Always	

Legend: 3.28-4.00 = *Always*; 2.52-3.27 = *Often*; 1.76-2.51 = *Sometimes*; 1.00-1.75 = *Never*

The Respondents' Perception on the Attributes of the principal as Peace-Loving, table 2 conveyed the mean ratings of the perception of respondents on the Attributes of the Principal as Peace-Loving. As shown in Table 3, the teacher respondents revealed that their principals were always demonstrating peace-loving attributes, foremost of which the Principal advocates peace education (WM=3.71; SD=0.4760); kind hearted to everybody (WM=3.64;

SD=0.6500); affectionate and peace maker to his employees (WM=3.54; SD=0.6484); emphasizes the process of attaining harmony with one another to all employees (WM=3.52; SD=0.6493); dedicated to his work (WM=3.50; SD=0.7445). The findings implied that the respondents perceived that their principals always promote peace-loving attributes by being a peace advocates educator, kind hearted to everybody, affectionate and peace maker to his employees, emphasizes the process of attaining harmony with

one another to all employees, and dedicated to his work.

Table 2
Mean Ratings of the Respondents' Perception on the Attributes of the Principal as Peace-Loving

Statement Indicators	Weighted mean	Standard Deviation	Descriptive Rating	Rank
1. The Principal advocates peace education.	3.71	0.4760	Always	1
2. The Principal is kind hearted to everybody.	3.64	0.6500	Always	2
3. The Principal is affectionate and peace maker to his employees.	3.54	0.6484	Always	3
4. The principal emphasizes the process of attaining harmony with one another to all employees.	3.52	0.6493	Always	4
5. The Principal is dedicated to his work.	3.50	0.7445	Always	5
6. The Principal will avoid conflict to arise in his administration.	3.45	0.7310	Always	6
7. The principal can resolve conflict and misunderstanding among the teachers.	3.44	0.7546	Always	7
8. The principal is friendly and approachable to his subordinates.	3.43	0.6604	Always	8
9. The Principal is gentle and peace loving to everybody.	3.36	0.8056	Always	9
10. The Principal is fond of chatting with the teachers.	2.21	0.7103	Sometimes	10
Average	3.38	0.6330	Always	

Legend: 3.28-4.00 = *Always*; 2.52-3.27 = *Often*; 1.76-2.51 = *Sometimes*;

1.00-1.75 = *Never*

Respondents Perception On the Empathetic Attributes of the Principals table 3 illustrates the

mean rating of the perception of the respondents on the emphatic attributes of the principals.

Table 3
Mean Ratings of the Respondents Perceived Empathetic Attributes of the Principals

Statement Indicators	Weighted mean	Standard Deviation	Descriptive Rating	Rank
1. The principal responses positively even if the teachers fail to perform their functions.	3.65	0.6004	Always	1
2. The principal is approachable and open to the teachers.	3.48	0.7441	Always	2
3. The principal praises the teachers.	3.11	0.9549	Often	3
4. The Principal is very	3.03	0.5739	Often	4

supportive on the good performance of the teachers.				
i. The Principal is understanding and patient.	2.84	0.5167	Often	5
ii. The Principal is sensitive in his terms of condition.	2.70	0.6474	Often	6
iii. The Principal feels lonely when the teachers shared their problems in life.	2.58	0.6593	Often	7
iv. The Principal shows empathy to the teachers.	2.49	0.6649	Sometimes	8
v. The principal rewards the teacher by giving them more responsibilities when they show good judgment.	2.46	0.6484	Sometimes	9
vi. The principal allowed the teachers to do their work the way they think it is the best way of doing it.	2.40	0.6710	Sometimes	10
Average	2.87	0.6680	Often	

Legend: 3.28-4.00 = Always; 2.52-3.27 = Often; 1.76-2.51 = Sometimes; 1.00-1.75 = Never

As shown in Table 3, the teacher respondents revealed that their principals were always demonstrating empathetic attributes, foremost of which that the principal responses positively to teachers concern even if the teachers failed to performed their functions (WM=3.65; SD=0.6004); and approachable and open to the teachers (WM=3.48; SD=0.7441). The findings revealed that the principals were often demonstrating empathetic attributes in terms of being the principal by giving praises to the teachers, very supportive on the good performance of the teachers, understanding and patient.

Llagas, A., et. als. (2016) that defined the traits associated with effective leadership into one of the three categories. The first is personality (self-

confidence, stress tolerance, emotional maturity, and integrity). The second is motivation (task and interpersonal needs, achievement orientation, power needs expectations). The third category is skills (technical,

On the Respondents Perception on the Work Commitment Attributes of the Principals, Table 4 conveyed the mean rating of the perception of the respondents on the of work commitment attributes of the principals. As illustrated in Table 5, the teacher-respondents revealed that their principals were often demonstrating work commitment attributes, foremost of which that the Principal devotes his time to his office work (WM=2.98; SD=0.4949), attached to his work (WM=2.90; SD=0.5308), committed to his work (WM=2.86; SD=0.5037) loyal to the organization (WM=2.80; SD=0.6650), thoughtful to

his work (WM=2.80; SD=0.6056) dedicated to his work (WM=2.78; SD=0.5715), feels great with the good performance of his teachers (WM=2.73; SD=0.5788), shows understanding to the teachers (WM=2.72; SD=0.6111), devoted to his work (WM=2.66; SD=0.4942) and sometimes the principal is faithful to his work (WM=2.32; SD=0.6234). The

findings implied that the respondents perceived that their principals were often demonstrating work commitment attributes by devoting his time to his office work, attached to his work, committed to his work and loyal to the organization.

Table 4
Mean Ratings of the Respondents Perceived Work Commitment Attributes of the Principals

Statement Indicators	Weighted mean	Standard Deviation	Descriptive Rating	Rank
1. The Principal devotes his time to his office work.	2.98	0.4949	Often	1
2. The Principal is attached to his work.	2.90	0.5308	Often	2
3. The principal is committed to his work.	2.86	0.5037	Often	3
4. The Principal is loyal to the organization.	2.80	0.6650	Often	4
5. The Principal is thoughtful to his work.	2.80	0.6056	Often	5
6. The principal is dedicated to his work.	2.78	0.5715	Often	6
7. The Principal feels great with the good performance of his teachers.	2.73	0.5788	Often	7
8. The principal shows understanding to the teachers.	2.72	0.6111	Often	8
9. The Principal is devoted to his work.	2.66	0.4942	Often	9
10. The Principal is faithful to his work.	2.32	0.6234	Sometimes	10
Average	2.76	0.5676	Often	

Legend: 3.28-4.00 = Always; 2.52-3.27 = Often; 1.76-2.51 = Sometimes; 1.00-1.75 = Never

The table 5 displayed the mean ratings of the decision making qualities of the principal as perceived by the respondents' teachers. As shown in Table 5, the teacher respondents revealed that their principals were often demonstrating decision making qualities of the principals, foremost of which that the principal has strong determination in every decision she/he has made (WM=3.04; SD=0.5126) calling the attention of the teachers for the improvement of the school

(WM=2.87; SD=0.5335) proposes solutions to every problem (WM=2.84; SD=0.6211) has firm decisions (WM=; SD=0.5593) has plans and identifies the priority needs of the school (WM=2.67; SD=0.5280) eager to involve the faculty in strategic planning (WM=2.66; SD=0.7390).

Table 5
Mean Ratings of the Decision making Qualities of the Principals as Perceived by Respondents

Statement Indicators	Weighted mean	Standard Deviation	Descriptive Rating	Rank
1. The Principal has strong determination in every decision she/he has made.	3.04	0.5126	Often	1
2. The Principal is calling the attention of the teachers for the improvement of the school.	2.87	0.5335	Often	2
3. The principal proposes solutions to every problem.	2.84	0.6211	Often	3
4. The Principal has firm decisions.	2.77	0.5593	Often	4
5. The principal has plans and identifies the priority needs of the school.	2.67	0.5280	Often	5
6. The principal is eager to involve the faculty in strategic planning.	2.66	0.7390	Often d	6
7. The principal plans only when the need arises.	2.50	0.6781	Sometimes	7.5
8. The Principal makes impulsive decision.	2.50	0.6781	Sometimes	7.5
9. The Principal is a good decision maker.	2.48	0.6633	Sometimes	9
10. The Principal makes resolution in every school activities that yet to be implemented.	2.31	0.6206	Sometimes	10
Average	2.66	0.6134	Often	

Legend: 3.28-4.00 = *Always*; 2.52-3.27 = *Often*; 1.76-2.51 = *Sometimes*; 1.00-1.75 = *Never*

The findings signified that the principals were often demonstrating decision making qualities in the aspects that have a strong determination in every decision she/he has made, call the attention of the teachers for have the improvement of the school, propose solutions to every problem and have firm decisions

On Conceptualization Practices of the Principals it illustrated in table 6 which manifested the mean ratings of the conceptualization practices of the

principal as perceived by the respondents' teachers. The findings implied that the respondents perceived that their principals were often demonstrating conceptualization qualities in the aspects that the principal conceptualized school activities before the enrolment period, conceptualized first the school activities before the implementation, predict good school activities every month, and conceptualizes on the teachers' progress. This supported by Prieto (2019), said that leaders do not only need to hear and listen to the different voices but also to have the

ability to make decisions that are not agreeable to all.
It is important to gain support of the whole school

community while not always being able to support
individuals' ideas.

Table 6. Mean Ratings of the Conceptualization Practices of the Principals as Perceived by Respondents' Teacher

Statement Indicators	Weighted mean	Standard Deviation	Descriptive Rating	Rank
1. The Principal conceptualized school activities before the enrolment period.	3.26	0.5552	Often	1
2. The Principal conceptualized first the school activities before the implementation.	3.03	0.6931	Often	2
3. The Principal predict good school activities every month.	2.98	0.2741	Often	3
4. The principal conceptualizes on the teachers' progress.	2.98	0.6140	Often	4
5. The principal conceptualizes the deserving students should be entitled to a scholarship every year.	2.95	0.5560	Often	5
6. The principal supervises and evaluates the instruction.	2.93	0.6184	Often	6
7. The principal analyzes the possible teachers grievances.	2.90	0.4542	Often	7
8. The principal frames clear school goals.	2.84	0.4981	Often	8
9. The Principal easily fix the undone activities in their school.	2.80	0.3990	Often	9
10. The Principal cannot predict the unfinished lessons of the teachers.	2.79	0.6592	Often	10
Average	2.95	0.5321	Often	

Legend: 3.28-4.00 = *Always*; 2.52-3.27 = *Often*; 1.76-2.51 = *Sometimes*;
1.00-1.75 = *Never*

Table 7
Mean of Rating of the Communication Skills of the Principals as Perceived by the Respondents Teacher

Statement Indicators	Weighted mean	Standard Deviation	Descriptive Rating	Rank
1. The Principal has good medium of instruction in language.	3.19	0.6163	Often	1
2. The Principal counsels the students gently.	3.19	0.4372	Often	2
3. The Principal is a good listener.	3.08	0.6885	Often	3
4. The Principal speaks loudly and clearly.	3.01	0.4856	Often	4
5. The Principal listens attentively to the idea of the teachers.	2.98	0.5825	Often	5
6. The Principal reads the words with accent during the monthly meeting.	2.93	0.6964	Often	6
7. The Principal shares his experiences to the teachers.	2.84	0.6609	Often	7
8. The Principal speaks fluently using the second language during school activities.	2.84	0.6465	Often	8
9. The principal listens well to other people ideas.	2.67	0.6108	Often	9
10. The principal does not communicate properly with teachers.	2.26	0.6492	Sometimes	10
Average	2.90	0.6074	Often	

Legend: 3.28-4.00 = Always; 2.52-3.27 = Often; 1.76-2.51 = Sometimes; 1.00-1.75 = Never

The Perception on the Communication Skills of the Principal showed in table 7. The findings insinuated that the principals were often demonstrating work commitment attributes in the aspects that the principal has good medium of instruction in language, counsels the students gently, a good listener, speaks loudly and clearly as perceived by the teacher-respondents.

CONCLUSION

The School heads faced biggest challenges at all times. In spite of school principals' stress on their works, they must always act as an inspiration for every teacher. In this study, on leadership capacities the teacher-respondents disclosed that their principals were always exhibiting instructional leadership by way of giving directions on activities for the teachers;

by personally coordinating efforts towards increasing students' achievements and always encouraging the teachers to develop self-discipline, initiative, and creativity. The performance of the schools was significantly related to the principals' attributes, leadership qualities and leadership capacities.

This can be deduced that even though school principals had important part on teacher effectiveness, teachers' performance is one factor that determine school's success or failure. This led to the statement that the effectiveness of a school leader was not a reflection of an academically failing school. Thus, in order to progress toward a better understanding of a good leadership, the school leader's impact on school and future research must continue to investigate the relationship between the teachers' perceptions on the leadership attributes, leadership qualities and capacities of their school principals through different methods.

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