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## School Heads' Educational Leadership Practice and Teachers' Performance: The Case of Omar District, Division of Sulu, Philippines

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### ABSTRACT

The objective of the study was to determine the school heads' educational leadership practice and teachers' performance in Omar District, Division of Sulu, Philippines. The respondents of the study were 82 elementary school teachers and 15 school heads. A structured questionnaire was used to gather the needed data. The statistical used were frequency counts, percentage, weighted mean and ANOVA. The result of the study revealed that the majority of the teachers were female, with an age ranged from 31-40 old, and have been rendering service for two years and above. Further, the teachers were very satisfactory in terms of their performance on lesson planning delivery, assessment, and management of time and learning environment, and technical assistance. Meanwhile, they were also very satisfactory in terms of professional and personal characteristics. In the same vein, school heads have outstanding performance in terms of assessment of themselves, about their relationship with others, about their job and about their beliefs on the concept of life. While they have a very satisfactory performance in terms of their personal and professional characteristics such as decisiveness, honesty, dedication/ commitment, initiative/ resourcefulness, courtesy, human relations, leadership, stress tolerance, fairness, and good grooming. Moreover, there was no significant difference of teachers' performance in terms of age, gender and length of service. And there was no significant difference on the level of teachers' performance in terms of lesson planning delivery, assessment, management of time and learning environment and technical assistance as rated by the school heads and teachers themselves. On the basis of the aforementioned findings, the following recommendations are hereby advanced: first, the elementary school teachers need for a continuing professional development through pursuing graduate schooling or attending in-service trainings, seminars, symposia and the like. Second, the school administrators may upgrade their technical, human, and administrative skills to keep pace with educational advancement through executive training.

### 1. Introduction

Leadership is important in any organization. Its sets the conditions and expectations for excellent instruction and the building of a culture of going learning for educators and for the learners in school (

Kyla & kareen, 2010). For how many decades now, there has been a worldwide effort by educational policy makers for improving school performance ( Hallinger and Huber, 2012). For school leaders, the main consequence of the policy shift has been considerable

pressure to demonstrate the contribution of their work to make such improvement ( Education Development Trust, 2016). Educationalists such as Taylor ( 2006) as cited by Mykhesimana ( 2016) has estimated that 80% of schools are not functioning adequately. Equally disconcerting are the patterns of continuing inequality through the system ( Christie, Hoadley & ward, 2007 in Mykhesimana, 2016).The pervasiveness of the assumption that leadership matters seems much more



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likely to have been rooted in what has been termed “Romance Leadership” ( Meindel, Enrich & Durkein , 1985 as cited by Educational Development Trust, 2016).

The principal of the school is the most visible, most vulnerable, and potentially, the most influential member of the educational organization” ( Fulan, 1992, p.19). To be an effective leader, one must have the ability to diagnose his/her environment and adapt his/her leadership styles to fit the demand of the environment ( Hersey and Blanchard , 2012 as cited by Mann 2014). Corollary, the responsibility for attaining the organizational goal is the responsibility of the school heads. Beinis ( 1991), Glickman (1990) and reitzing ( 1994) in Mann (20014) maintained that some of the best teachers have left public schools because school heads denied them in the decision-making process. According to the National Association of Secondary School Principals (2002) that one of the guiding principles of the development of the position paper on principal shortage was principals or school heads are dealing with job related stress, heighten accountability, new curriculum standards, educating an increasing diverse student populations, addressing social issues that one belonged at home or in the community of trust and respect ( Gresso & Robertson, 1992 as cited by Mann, 2014). An effective school principal can assists creating environment which promotes positive teacher perceptions and positive learning environment for all students. Mann ( 2014 ) cited the Interstate Leaders Licensure Consortium ( ISLLC, 1996) that a school administrators is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students learning and professional growth. Thus, administrative leadership effectiveness and teaching performance are relevant to the attainment of the school organization goal.

One crucial factor in evaluating classroom teaching performance is determining the dimension of which

effective teaching from among the various teaching behaviors that can be measured against a well-accepted standard ( Bago, 2008). According to Harshall ( 1998) in Bago ( 2008), the dimensions of effective teaching include knowledge and understanding of the subject being taught; setting high expectations to challenge the learners; planning effectively; employing strategies that match not only the needs of the learner, but also the curricular objectives; and mangling the learners well to avoid disciplinary problems in the classroom. On the other hand, ( Moore ( 1998) as cited by Bago( 2008) emphasizes the importance of a variety of skills such as reflective thinking, decision making, planning communicating, and systematic evaluation. This view is shared by Eggen and Kauchat ( 2001) who maintained that teachers must possess not only the basic skills, but also higher order thinking skills such as analysing, synthesizing, evaluating, and problem solving in order to develop these skills, in return, among other learners ( Bago: 2008).

On the basis of the aforementioned literatures, the researchers are moved to investigate the level of the educational leadership practice of school heads and the level of teachers’ performance in Omar District, Division of Sulu, Philippines.

## Objectives

The objectives of this study are 1) To determine the elementary school teachers’ profile in Omar District, Division of Sulu, Philippines. 2) To investigate the level of performance of the elementary school teachers in Omar District, Division of Sulu in terms of (a) Lesson planning and delivery (b) Assessment (c) Management of time and learning environment (d) Technical assistance and, (d) Personal and professional characteristics. 3) To find out the level of school heads leadership practices in terms of (a) themselves ( b) about their relationship with others (c) about their job (d) About their beliefs on life , and (e) their personal and professional characteristics. 4) To statistically



analyze the significant difference of teachers' performance in terms of gender, age, and length of service. 5) To statistically analyze significant difference on the level of teachers' performance in terms of lesson planning delivery, assessment, management of time and learning environment and technical assistance as rated by the school heads and teachers themselves.

**Conceptual framework**

The Conceptual Framework of this study in Figure 1 shows the relationship of identified variables

between independent variables which is Teachers' Demographic Profile on age, gender, and length of service. The dependent variables such as School Heads' Educational Leadership Practice and Teachers' Performance can be measured using and Evans taxonomy on: About leader self, about others, about Job and about Life. Evans' taxonomy on Effective Leadership is the most appropriate tool to identify the evident of the school heads and teachers' educational practice in the school context.

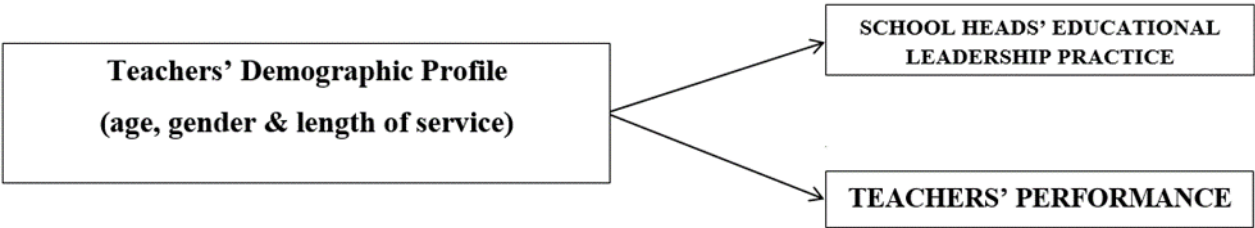


Figure 1. Conceptual model of the study

**2. Methods**

**Population and sample**

The study was conducted in the second district of the Province of Sulu, Bangsamoro Autonomous Region in Muslim Mindanao, Philippines. All elementary schools which composed of 15 participating schools were chosen to participate in the study. The respondents of the study included the 82 faculty members and 12 school heads.

**Research instrument**

The study used the descriptive survey method. Descriptive research was used to provide a snap shot of the educational practices of the school heads and the level of performance of the elementary school teachers.

A structured questionnaire was adapted and

modified to suit with the objectives of the study. The instrument included items on school heads leadership practices were assessment about themselves, about their relationship with others, about their work and assessment about their beliefs on the concept of life. This also include the school heads professional and personal characteristics such as decisiveness, honesty, dedication/ commitment, initiative, courtesy, human relations, leadership, stress tolerance. fairness, and good grooming. In the same manner, another instrument was also made to determine the teacher performance. This covered the lesson planning and delivery, assessment, management of time and learning environment and technical .There were also items that investigated the professional and personal characteristics of teachers.

The questionnaire was divided into two (2) major



parts. The first part was an assessment on teaching performance. It has three (3) components that covered the profile of the teacher- respondents, the checklist on their teaching performance, and their personal and professional characteristics. This was rated by both the school heads and the teachers themselves. And the second part was an assessment of school head's leadership practices. It has two (2) components that dealt with the school heads' leadership practices and their personal and professional characteristics. This was also rated by both the teachers and the school heads themselves.

### **Data collection**

Considering the Covid-19 crisis today, the researchers used convenience sampling to select the participants of this study. Convenience sampling is a non-probability sampling used to create a sample from the entire population who are readily available at the time of the study.

The researchers asked formal permission from the Schools Division Superintendent of Sulu the launching a questionnaire to the respondents. Upon approval, the questionnaires were distributed to the teacher-respondents through their respective school administrators. After two weeks, completed questionnaires were retrieved personally by the researchers themselves. Part one of the questionnaire which is an assessment of instructional competence was launched to the elementary school teachers together with their personal and professional characteristics. And Part two of the Questionnaire were administered to the school heads. All questionnaires were distributed and retrieved with 100% response rate. Because, one of the researchers

is teaching in the same of the said district.

### **Data analysis**

Frequency counts and percentages were used to analyze the profile of the teacher-respondents.. Weighted mean was utilized to assess the teaching performance of the elementary school teachers particularly in the areas of lesson planning and delivery, assessment, management of time and learning environment and technical support. The same tool was also used to assess the school heads' leadership practices about themselves, about their relationship with others, about their job, and about their beliefs on the concept of life. Likewise, Mean was also used to analyze the personal and professional characteristics of the teachers and the school heads. Meanwhile, t-test was employed to analyze the significant difference of teachers' performance in terms of gender . The same tool was utilized to find out the differences on the level of teachers' performance in terms of lesson planning delivery, assessment, management of time and learning environment and technical assistance as rated by the school heads and themselves. Meanwhile, Anova was employed to analyze the differences on teaching performance in terms of age and length of service.

## **3. Results**

### **Profile of the respondents**

Table 1 presents the Demographic Profile of the respondents as to their age, gender, and length of service. It was revealed that the majority (51.2%) have ages ranging from 31-40 years old. The majority (73.2%) were female, and the majority (48.8) have been working for two to 10 years in the teaching profession.



Table 1. Demographic profile of teachers

Characteristics		Frequency	Percent
Age	20-30 years	32	39.0
	31-40 years	42	51.2
	41-65 years	8	9.8
Gender	Male	22	26.8
	Female	60	73.2
Length of Service	2-10 years	40	48.8
	11-20 years	38	46.3
	21-above years	4	4.9

### Level of teachers' performance

Table 2 shows the results of the teaching performance of the elementary school teachers. The overall mean for their teaching performance was 3.73 means very satisfactory. The individual means are as

follows: Lesson planning and delivery (mean = 3.75) ; Assessment ( mean = 3.75); management of time and learning environment ( mean- 3.73); and Technical assistance ( mean= 3.7).

Table 2. Level of teachers' performance

	Performance	Mean	Verbal Description
1	Lesson planning and delivery	3.75	Very Satisfactory
2	Assessment	3.75	Very Satisfactory
3	Management of time and learning environment	3.73	Very Satisfactory
4	Technical assistance	3.72	Very Satisfactory
	Overall mean	3.73	Very Satisfactory

**Mean: Mean:** 1.00 – 1.49 = Poor/Never; 1.50 - 2.49 = Unsatisfactory/Seldom; 2.50 - 3.49 = Satisfactory/Sometimes; 3.49 - 4.49 = Very Satisfactory /Often; 4.50-5.00 = Very Outstanding/Always

### Teachers' performance on personal and professional characteristics

The level of teachers' teaching performance is provided in Table 3 below. The overall mean was 3.97 means often or very satisfactory. When taking singly, it revealed the following: Decisiveness ( mean = 3.88); Honesty/ integrity ( mean = 4.29); Dedication/

commitment ( mean = 4.05); Initiative/ resourcefulness ( mean = 3.92); Courtesy ( mean = 4.00); Human relations ( mean = 4.02); Leadership ( mean = 3.88); Stress tolerance ( mean = 3.58); Fairness/ justness ( mean = 4.07); Proper attire/ good grooming ( mean = 4.07).



Table 3. Level of teachers' performance on professional and personal characteristics

	<b>Part II - Professional and Personal Characteristics</b>	<b>Mean</b>	<b>Verbal Description</b>
1	Decisiveness	3.88	Often
2	Honesty/Integrity	4.29	Often
3	Dedication/Commitment	4.05	Often
4	Initiative/Resourcefulness	3.92	Often
5	Courtesy	4.00	Often
6	Human Relations	4.02	Often
7	Leadership	3.88	Often
8	Stress Tolerance	3.58	Often
9	Fairness/Justice	4.07	Often
10	Proper Attire/Good Grooming	4.05	Often
	<b>Overall mean</b>	<b>3.97</b>	<b>Often</b>

Mean: 1.00 – 1.49 = Poor/Never; 1.50 - 2.49 = Unsatisfactory/Seldom; 2.50 - 3.49 = Satisfactory/Sometimes; 3.49 - 4.49 = Very Satisfactory /Often; 4.50-5.00 = Very Outstanding/Always

#### **School heads educational leadership practice on themselves, on others, on job and on life**

As shown in the table 4 below, the overall mean of school heads educational practice was 4.61 which mean always or outstanding. The individual means are

as follows: On rating about themselves ( mean =4.37); on rating about their relationship with others ( mean = 4.57); On rating about their job ( mean = 4.73); On rating about their perception about the concept of life ( mean = 4.77).

Table 4. Level of perception on leadership about school heads' selves

	<b>Leadership Practice</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Verbal Description</b>
1	On themselves	4.37		Often
2	On others	4.57		Always
3	On Job	4.73		Always
4	On life	4.77		Always
	<b>Overall mean</b>	<b>4.61</b>		<b>Always</b>

Mean: 1.00 – 1.49 = Poor/Never; 1.50 - 2.49 = Unsatisfactory/Seldom; 2.50 - 3.49 = Satisfactory/Sometimes; 3.49 – 4.49 = Very Satisfactory /Often; 4.50-5.00 = Very Outstanding/Always

#### **School heads' educational leadership practice professional and personal characteristics**

The level of school heads' performance is indicated in Table 5 below. The overall mean was 4.11 means

often or very satisfactory. When taking individually, it revealed the following: Decisiveness mean = 4.16); Honesty/ integrity (mean = 4.66); Dedication/ commitment (mean = 4.16); Initiative/ resourcefulness



( mean = 4.00); Courtesy ( mean = 4.00); Human relations ( mean = 4.00); Leadership ( mean = 4.16); Stress tolerance ( mean = 3.83); Fairness/ justness (

mean = 4.00); Proper attire/ good grooming ( mean = 4.16 ).

Table 5. School heads' educational leadership practice on professional and personal characteristics

	<b>Part II - Professional and Personal Characteristics</b>	<b>Mean</b>	<b>Verbal Description</b>
1	Decisiveness	4.16	Often
2	Honesty/Integrity	4.66	Always
3	Dedication/Commitment	4.16	Often
4	Initiative/Resourcefulness	4.00	Often
5	Courtesy	4.00	Often
6	Human Relations	4.00	Often
7	Leadership	4.16	Often
8	Stress Tolerance	3.33	Often
9	Fairness/Justice	4.00	Often
10	Proper Attire/Good Grooming	4.16	Often
<b>Overall mean</b>		<b>4.11</b>	<b>Often</b>

Mean: 1.00 – 1.49 = Poor/Never; 1.50-2.49 = Unsatisfactory/Seldom; 2.50-3.49 = Satisfactory/Sometimes; 3.50- 4.49 = Very Satisfactory/Often; 4.50-5.00 = Outstanding/Always

### Significant difference of teachers' performance in terms of gender, age, and length of service

Table 6 portrays the difference of the teachers' performance in terms of age, gender, and length of service. The table shows is no significant difference on

the performance of teachers in terms of age ( Sig = 0.446) ; Gender ( Sig = 0.348 );and Length of Service ( Sig = 0.261 ). All the Sig values are above the 0.05 level of significance.

Table 6. Difference of teachers' performance in terms of age, gender and length of services

<b>Profile</b>	<b>F</b>	<b>Sig</b>	<b>Decision</b>
Age	0.87	0.446	
Gender	1.287	0.348	<i>Ho is Accepted</i>
Length of Service	1.332	0.261	

...0.05 level of Significance

### Teachers' teaching as rated by the school heads and teachers' themselves

Revealed in Table 7 is the difference on teaching performance as rated by the school heads and teacher themselves. The result shows a significant difference on the teacher performance as rated by school heads

and teachers on the following areas: lesson planning and delivery ( sig = .000); assessment ( sig = .005); and technical assistance (.002). While it has no significant difference found in the areas of management of time and learning environment ( sig = .815) and personal and professional characteristics ( sig = .199).





Table 7. Difference on teachers' teaching performance as rated by the school heads and themselves

Teaching Performance	Teachers and School heads	Mean	Mean Difference	Sig (Two tailed)	Decision
Lesson Planning and	Teachers	7.67	-1.110909	.000	Reject Ho
	School heads	8.78			
Assessment	Teachers	7.69	-1.406667	.005	Reject Ho
	School heads	9.00			
Management of time environment	Teachers	8.46	-0.035000	.815	Accept Ho
	School heads	8.50			
Technical Assistance	Teachers	7.45	-0.632500	.002	Reject Ho
	School heads	8.08			
Personal and Characteristics	Teachers	7.95	-0.275000	.199	Accept Ho
	School heads	8.23			

...at 0.5 level of significance

#### 4. Discussion

##### Profile of the respondents

It could be deduced that majority of the elementary school teachers in Omar District, Division of Sulu have an aged ranges from 31-40 years old, women and with two years to 10 years of teaching experience.

Some researches confirm that when it comes to acquiring positions in educational management, women have the deck stacked against them. Slightly, over 72 % of all teachers are women; yet, approximately 10.5% are superintendents, 12 % are secondary school principals. Catherine Marshals (1996) in Abdurahman (2020) wrote on the culturally defined woman's role as conforming to a feminine identity of being attractive, passive, modest, and pleasant, as well as wife, mother, and woman of the community. In her study of 25 female educators, she found that the culturally defined norms of female identity clashed with the perceived demands of the teaching role.

##### Level of Teachers' Performance on Instructional Competence

It could be gleaned from the table 2 that teachers have demonstrated a very satisfactory performance in the study. The school heads confirmed that the teachers have very satisfactory performance in lesson planning and delivery and assessment, management of time and learning environment and technical assistance.

On lesson planning and deliver, the teachers have shown an outstanding performance on these indicators such as: Formulating and adopting objectives of lesson plan, relating new lesson with previous knowledge and skills, providing appropriate motivation, presenting and developing lessons, and conveying ideas clearly. In terms of Assessment, they have an outstanding performance in two items such as diagnosing learner's need and evaluating learning outcomes. Meanwhile, they are satisfactory in management of time learning environment specifically





on maintaining a clean and orderly classroom and maintaining its conduciveness for learning. In the area of technical assistance, teachers are satisfactory in providing assistance to teacher in improving their teaching competence; preparing prototype instructional materials for use; assisting in the conduct of in-service training/conferences; and serving as demonstrators on innovative teaching techniques, classroom management, and materials development.

These findings Corroborates the study of Abdurahman (2020) on Job Satisfaction and Performance of the Secondary School Teachers in the Schools Division of Sulu, it was found out that the level of job performance of the secondary school teachers in Division of Sulu, Philippines was below than standard expected. In the study by Baluyos and Rivera (2019) in Abdurahman (2020) the overall performance of teachers indicated that the teachers were good in the teaching-learning process, in initiating activities that promote parents and community members' participation, and in updating themselves by attending seminars, workshops, and conferences.

However, teachers were excellent or outstanding in lesson planning and evaluating pupils' progress and providing remedial instructions for slow learners beyond class hours. Oluremi (2015) suggested that teacher's performance could be improved through attitude modification, work motivation, and favourable organizational culture in schools.

### **Teachers' performance on personal and professional characteristics**

The level of teaching performance of the elementary school teachers on their personal and professional characteristics was very satisfactory with an overall mean of 3.97. Specifically, teachers were very satisfactory on honesty and integrity. This means that elementary school teachers have performed their job

excellently as what is expected of them the society. Meanwhile, they have also a very satisfactory performance on the following indicators to wit: decisiveness, dedication/ commitment, initiative/ resourcefulness, courtesy, human relations and leadership, stress tolerance, fairness/justice and proper attire/good grooming.

According to Montgomery (1990) in Maxwell (1999), leadership is the capacity and will to rally men and women to a common purpose and the character which inspire confidence. This statement holds true in the school setting. Teachers as instructional leaders cannot rise above the limitation of their character

### **School heads educational leadership practice as applied on themselves**

As reflected in Table 4 the teachers attested that the school heads were outstanding on assessment of their selves. They are outstanding on following indicators such as They know themselves through the feedback of significant other ; every time they know something, it cannot be denied that there are still other things that they do not know ; they solicit the opinion of others when in doubt; and they are very open when in doubt. Besides, they rated often on the following such as; they can easily get along with others; they are sensitive of the needs of others; they are compassionate; they usually put themselves on the shoes of others; and they are tactful.

The above findings tell that leadership should have honesty, integrity, professionalism and commitment to drive the school organization to produce maximum outputs. In addition, school heads must also have the heart to feel the needs of their subordinates; they must have the inner conviction of helping their teachers in times of crisis; they must have ears to listen into the plea of their colleagues and peers; and above all, they must have the soul of committing themselves to be the partner of their team in facing the challenges emanate



within the context of their personal and professional life.

Tracy (2013) pointed out that the important that a leader must do is to be good role model. Lead by example. Walk the Talk. Live the life. Always carrying himself as if everyone is watching, even no one is watching. He further added that good leaders are completely reliable. People can take them at their word and trust that that they will do what they say. They make promises carefully, and then they always keep their word.

### **School heads educational leadership practice about their relationship with others**

In Table 4, the teachers attested that school head has a smooth interpersonal relationship with colleagues and teachers in the workplace with an overall mean of 4.57. When taking singly, school heads were outstanding on the following indicators such as: They have the vision to inspire others and generate commitment from them; they know that the successes of those they lead are their own success; that they lead personally and professionally by example; and they know how to help others and in turn, they will be forgotten. They further rated themselves always on these statements such as: When they extend help or favour, they do not expect to be reciprocated; they value the potentials of others; and they believe that two heads are better than one. While the school heads rated themselves often about their relationship others on the following: They have trust in others and they share their dreams and aspirations for the organization with others.

One of the prime requisites of a good school is a first rate school manager. Time and again discerning parents, thinkers and educationists alike agree that school head is the major determinant in creating the quality of the school program. He must be adept in developing an atmosphere that could maintain organizational equilibrium despite its dynamism

especially when in comes to building relationship with others. All actors involved like parents, teachers, non-teaching staff, nurses as well as utility workers- must be brought together their knowledge, their skills and understanding to good learning situation in concomitant with the school vision. Hence, a school without a good and effective school manager is like a passenger-ship without a captain that has the greater possibility of sailing into no direction

### **School heads' leadership practices about their job**

Table 4.3c shows the level of perception on leadership of school heads in terms of the duties and functions of their job. The findings revealed, with a grand mean of 4.73, that the school heads of Omar District have always observed their duties and functions inherent in their respective positions. This means that they have exemplified an outstanding performance when performing their mandates as educational leaders.

Specifically, the school heads rated themselves always or outstanding about their job on the following, to wit: Tothem, every problem is an opportunity to achieve progress; that learning is an endless process; that they solicit opinion when in doubt; that to obtain objectivity judgement must be based on facts and evidence; and that they pay no attention to gossip. They further rated the same on the following such that: They were articulate; they keep asking guidance in the divine providence; they make it a point that their instruction is well understood when giving instruction to others; they prefer to be wrong rather than misunderstood; and to them, knowing is an act of pretending.

The above findings resonate with the report of Aydin, Sarier, & Uysal, (2013). The researchers demonstrated that the school heads role must change from that of the top -dependent supervisor to a facilitator, architect, steward, instructional leader, coach, and strategic teacher. This means that



traditional boss -workers leadership is not valid for successful school management. Cetin, Basim, & Karatas, (2011) further highlights that managing change in a school is one of the most complex tasks of school leadership, and therefore points out that school leaders need to understand the change process in order to lead and manage change effectively. This involves school leaders working with teachers to create a high achieving learning environment.

### **School heads' leadership practices concerning their beliefs about life**

Table 4.3 shows the level of perception on leadership of school heads in terms of their beliefs on the concept of life. The data revealed, with a grand mean of 4.77, that their beliefs on the concept of life were always observed when performing educational leadership.

Further, the school heads rated themselves always on the following specific beliefs: They will never pass this again, so make the best of every encounter as if it is their last; that life is an opportunity for learning; that life is what they make it; and that each day is an opportunity to achieve their potentials. Further they rated the same on the following beliefs: life is a journey; that life is pointless without relationship with Allah; that life is in the search of meaning; that life is not a game to be played; and above all, they further believe that life is not finite.

### **School heads' educational leadership practice on professional and personal characteristics**

Table 6 depicted the school heads educational leadership practice in terms of professional and personal characteristics. The data revealed, with the grand mean of 4.11, that professional and personal characteristics of school head in Omar District was often observed by school heads when performing educational leadership. This denotes that the school

heads have very satisfactory performance in most of the indicators reflected in the said table.

Further, the school were outstanding as to the manner of integrity and honesty. This means that they are always in safeguarding themselves from such corrupt and unlawful practices that could ruin their image in the school organization. Meanwhile, they were very satisfactory on decisiveness, dedication and commitment, initiative and resourcefulness, courtesy, human relation and leadership, on stress tolerance, fairness' justice and proper attire or good grooming.

According to Wagner (2000) that honesty and integrity are far and away the most important qualities leader must have. These qualities are particularly important for a company chief executive or school leader in today's fast changing, highly competitive organization. Your employees must and stake holders must have a complete confidence in your statement and commitment.

Similarly, Maxwell (1999) opined that people or employees will buy in first to the leader before they buy in to the vision of the organization. Hence, if the school leaders are frequently absent in school definitely the teachers will not carry out the school visions. In addition, in order to carry the tasks of educating everybody, the school needs a school head who is versatile, outstanding, considerate, sympathetic, confident, intelligent, approachable, consistent, and knowledgeable and above all God fearing. Moreover, Rodin (2001) also stressed that in today's highly competitive world, it is not enough to be skilled executives and world class school managers, there is need to have the passion that burns from the inside out is what make us real and believable to those we would lead.

### **Difference of teachers' performance in terms of age, gender and length of service**

Table 4.5 presents the difference of the teachers' performance in terms of age, gender, and length of



service. The data in table 4.6 There is no significant difference in the performance of teachers in terms of age (Sig = 0.446); Gender ( Sig = 0.348 ); and Length of Service ( Sig = 0.261 ). All the Sig values are above the 0.05 level of significance. Therefore, the hypothesis which states that there is no significant difference on the performance of teachers in terms of age, gender and length of service” was hereby accepted. This means that regardless of age, gender and length of service, the performance of teachers was almost the same.

### **Teaching performance as rated by the school heads and teachers**

It can be deduced from Table 7 that there was no significant difference found on teacher’s performance in terms of assessment, management of time and learning environment, technical assistance and personal and professional characteristics as rated by the school heads and teachers themselves. It denotes that the school heads’ rating and teachers’ rating on the performance of teachers on matters of the same were almost the same. On the other hand, significant difference was found between school heads and teachers’ ratings on matters of lesson planning and delivery with a sig value of 0.00.

It can explicitly concluded from the findings above that there is a question of objectivity on the part of teachers’ judgement of themselves in terms of their preparation of lesson planning and how they would deliver it in the classroom. While they look at them differently the school heads also look at them on their own perspective. Hence, the difference of ratings occurred.

### **5. Conclusion**

There was a significant difference in the performance of the teachers in terms of lesson planning delivery, assessment, and technical assistance. And there was no significant difference in

teachers’ performance in terms of management and learning environment and personal and professional characteristics according to school heads and the teachers.

To maximize the educational output, particularly on leadership practices and teaching performance, the qualification standard for school heads should be enhanced. No teacher shall be promoted without a master’ Degree or Doctoral degree. Executive pieces of training for school heads must be regularly conducted by the Ministry of Education. Likewise, teachers’ continuous professional development through in-service training and professional education must be strictly enforced.

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