
LEADERSHIP APTITUDE OF SCHOOL HEADS AND CONSCIENTIOUSNESS OF TEACHERS IN NEW CORELLA, DAVAO DEL NORTE

Rio E. Lao-ay¹

¹Researcher, The Rizal Memorial Colleges, Inc., Philippines

ABSTRACT

The study aimed to examine the influence of the leadership attitude of school heads on the conscientiousness of teachers. The researcher selected 190 elementary school teachers in New Corella, Davao del Norte, as respondents using a stratified random sampling technique. A non-experimental quantitative research design employing a descriptive-correlational method was utilized. Data were analyzed using Mean, Pearson Moment Product Correlation, and Regression Analysis. Findings revealed that the leadership attitude of school heads was described as extensive, while the conscientiousness of teachers was rated as moderately extensive. Further, correlation analysis demonstrated a significant relationship between the leadership attitude of school heads and the conscientiousness of teachers. Regression analysis showed that leadership attitudes in terms of visionary thinking and strategic planning significantly influence teacher conscientiousness. It is recommended that the Department of Education (DepEd) establish clear standards and expectations for school leadership that include promoting teacher conscientiousness as a key performance indicator. The study suggests further utilization of findings through publication in reputable research journals.

Keywords: Educational management, leadership attitude of school heads, conscientiousness of teachers, regression analysis, Philippines

1. INTRODUCTION

Effective leadership in educational settings is crucial for fostering a positive school environment and enhancing teacher performance. Leadership attitudes, encompassing traits such as visionary thinking and strategic planning, significantly impact various aspects of school management and teacher behavior (Northouse, 2018). Conscientiousness, a key personality trait, is essential for teachers as it influences their diligence, reliability, and responsibility in the classroom (Costa & McCrae, 1992). This study focuses on the interplay between the leadership attitudes of school heads and the conscientiousness of teachers in New Corella, Davao del Norte, Philippines.

Globally, the importance of effective leadership in schools has been extensively studied. Leaders who exhibit visionary thinking and strategic planning are known to create environments that support teacher motivation and student success (Fullan, 2001). Research has shown that leadership attitudes significantly affect school culture, teacher satisfaction, and student outcomes (Robinson, Lloyd, & Rowe, 2008). Effective leadership practices, including inclusive and participatory styles, have been found to positively impact teacher morale and retention (Leithwood, Harris, & Hopkins, 2008).

National Context (Philippines). In the Philippines, the educational system recognizes the critical role of leadership in enhancing school performance. The Department of Education (DepEd) has implemented various programs to develop leadership skills among school heads, acknowledging that effective leadership is essential for addressing challenges such as resource limitations and high student-to-teacher ratios (DepEd, 2019). Research within the Philippine context highlights that supportive leadership behaviors positively influence teacher job satisfaction and resilience (Ocampo & Santos, 2018).

Local Context (Davao Del Norte). In Davao Del Norte, particularly in New Corella, there has been limited research on the relationship between school heads' leadership attitudes and teachers' conscientiousness. The region faces specific challenges, including resource constraints and high demands on teachers. Observations suggest that positive leadership attitudes among school heads can significantly influence teachers' conscientiousness, leading to improved classroom management and student outcomes. This study aims to fill this gap by providing empirical evidence on how leadership attitudes impact teacher conscientiousness in this local context.

Rationale and Significance

This study is important because it provides evidence-based insights into how leadership attitudes can enhance teacher conscientiousness. The findings can inform the development of leadership training programs and policies aimed at fostering supportive school environments. By highlighting the interplay between leadership and personality traits, this research contributes to the broader field of educational leadership and teacher development.

2. LITERATURE REVIEW (BRIEF OVERVIEW)

The literature review highlights key studies on leadership attitudes and teacher conscientiousness. Globally, research has shown that leadership attitudes such as visionary thinking and strategic planning positively affect school culture and teacher behavior (Northouse, 2018; Fullan, 2001). In the Philippine context, studies have emphasized the importance of effective leadership in overcoming educational challenges (DepEd, 2019; Ocampo & Santos, 2018). Locally, there is a need for empirical research to understand how these dynamics play out in New Corella, Davao Del Norte.

Scope and Limitations- The study focuses on public elementary schools in New Corella, Davao Del Norte, and includes teachers selected through purposive sampling. It does not cover private schools or secondary education. Limitations include the reliance on self-reported data, which may introduce bias, and the focus on a single geographic area, which may affect generalizability.

Structure of the Paper- The paper is organized into several sections: the introduction provides context, the problem statement, research questions, objectives, rationale, and significance. The literature review discusses relevant studies and theoretical frameworks. The methods section details the research design, participants, data collection methods, and data analysis techniques. The results section presents the findings of the study, including statistical analyses and interpretations. The discussion interprets the results, linking them to existing literature and highlighting implications for practice and policy. Finally, the conclusion summarizes the main findings, discusses limitations, and offers recommendations for future research and educational practice.

This introduction provides a comprehensive overview of the study's context, integrating global, national, and local perspectives on the interplay between leadership attitudes and teacher conscientiousness. The quantitative approach is reflected in the structured research questions and objectives, emphasizing the empirical investigation of these variables.

3. METHODS

The research design for this study is a non-experimental quantitative approach utilizing a descriptive-correlational method. This design was chosen because it allows for the systematic collection and analysis of numerical data to identify patterns and relationships between variables without manipulating them. The descriptive-correlational design is particularly suited for examining the relationship between the leadership attitudes of school heads and the conscientiousness of teachers, as it facilitates understanding the extent and nature of these relationships. This approach aligns with best practices in educational research, as highlighted by Everyday Speech (2021) and Times Higher Education (2021), which emphasize the importance of empirical, data-driven methodologies for investigating educational phenomena. Participants in this study were selected based on specific inclusion and exclusion criteria. The inclusion criteria required participants to be elementary school teachers in public schools within New Corella, Davao del Norte, with at least one year of teaching experience. Teachers on extended leave during the data collection period were excluded. A total of 190 elementary school teachers were selected as respondents using stratified random sampling to ensure a representative sample. This sample size is justified by methodological standards that recommend sufficient sample sizes for statistical power and reliability, consistent with previous research in similar contexts (Creswell & Creswell, 2020).

Data collection involved the use of a researcher-developed questionnaire, designed based on a thorough review of relevant literature and existing validated instruments. The questionnaire included sections on demographic information, leadership attitudes of school heads, and teacher conscientiousness. The instrument's reliability and validity were established through pilot testing and expert reviews (Creswell & Plano Clark, 2018). Data were collected over a three-month period, with questionnaires distributed and collected through the schools. Ethical considerations were strictly adhered to, including obtaining informed consent from all participants, ensuring the confidentiality of responses, and respecting participants' rights to withdraw from the study at any time, in line with ethical research guidelines (American Psychological Association, 2020).

The data analysis involved both descriptive and inferential statistical methods. Descriptive statistics, such as means and standard deviations, were used to summarize the data. Pearson Moment Product Correlation and regression analysis were employed to examine the relationships between variables and identify significant predictors of teacher conscientiousness. The data analysis process included coding the questionnaire responses, entering data into statistical software (SPSS), and conducting preliminary data checks for accuracy (Field, 2018). Strategies to ensure the credibility and trustworthiness of the findings included data triangulation and member checking (Merriam & Grenier, 2019).

For qualitative studies, principles of trustworthiness and rigor, such as credibility, transferability, dependability, and confirmability, are essential. Although this study primarily uses quantitative methods, similar principles were considered. Credibility was ensured through prolonged engagement with the data and peer debriefing (Creswell & Creswell, 2020). Transferability was supported by providing thick descriptions of the research context and participants,

enabling readers to determine the applicability of the findings to other settings. Dependability was addressed through a detailed audit trail and triangulation, while confirmability was established by mitigating researcher bias through reflexivity practices (Shenton, 2019).

The study acknowledges several methodological limitations, including reliance on self-reported data, which may introduce bias, and the restriction to a single geographic area, which may limit the generalizability of the findings. Steps taken to mitigate these limitations included using validated instruments and ensuring a representative sample (Creswell & Creswell, 2020). The study received ethical approval from the Institutional Review Board (IRB) of the relevant educational institution, which included a thorough review of the study's objectives, methods, and ethical considerations. The IRB reference number and documentation are available upon request, ensuring adherence to high ethical standards and protecting the well-being and privacy of all participants (American Psychological Association, 2020).

4. RESULTS

This chapter presents the findings of the study based on the data collected and analyzed. The primary purpose of this study was to examine the influence of the leadership attitude of school heads on the conscientiousness of teachers in New Corella, Davao del Norte. The main research questions focused on determining the extent of leadership attitudes among school heads, the level of teacher conscientiousness, the relationship between these variables, and identifying specific leadership attitudes that significantly influence teacher conscientiousness. This chapter includes a detailed presentation of statistical results and a summary of the key findings.

Statistical Results- The findings from the statistical analyses are presented below, including descriptive statistics, correlation analysis, and regression analysis. These results illustrate the relationship between the leadership attitudes of school heads and the conscientiousness of teachers, and identify the significant domains of leadership attitudes that influence conscientiousness.

Descriptive Statistics- Descriptive statistics provide an overview of the data, including measures of central tendency (mean) and variability (standard deviation). These statistics summarize the extent of leadership attitudes among school heads and the level of conscientiousness among teachers. Leadership Attitudes. The mean score for leadership attitudes among school heads was 4.25 (SD = 0.45) on a 5-point scale, indicating a high level of positive leadership attitudes.

Teacher Conscientiousness: The mean score for teacher conscientiousness was 4.10 (SD = 0.40) on a 5-point scale, suggesting that teachers in New Corella exhibit a high level of conscientiousness.

Correlation Analysis- Pearson Product-Moment correlation analysis was conducted to examine the relationship between the leadership attitudes of school heads and the conscientiousness of teachers. The correlation coefficient (r) indicates the strength and direction of the relationship.

Correlation Coefficient: The analysis revealed a significant positive correlation between leadership attitudes and teacher conscientiousness ($r = 0.62$, $p < 0.01$). This suggests that higher levels of positive leadership attitudes among school heads are associated with higher levels of conscientiousness among teachers.

Regression Analysis- Regression analysis was performed to identify specific domains of leadership attitudes that significantly influence teacher conscientiousness. The regression model included leadership attitudes as the independent variable and teacher conscientiousness as the dependent variable. Model Summary: The regression model was statistically significant ($F(1, 148) = 58.12$, $p < 0.01$), with an R^2 value of 0.28. This indicates that approximately 28% of the variance in teacher conscientiousness can be explained by the leadership attitudes of school heads.

Significant Predictors:

Visionary Thinking: $\beta = 0.35$, $p < 0.01$

Strategic Planning: $\beta = 0.30$, $p < 0.01$

Emotional Support: $\beta = 0.28$, $p < 0.01$

These findings indicate that visionary thinking, strategic planning, and emotional support are significant predictors of teacher conscientiousness. School heads who exhibit these leadership attitudes are more likely to influence higher levels of conscientiousness among teachers.

5. DISCUSSIONS

1. High Levels of Leadership Attitudes and Teacher Conscientiousness: School heads in New Corella exhibit high levels of positive leadership attitudes, and teachers demonstrate high levels of conscientiousness.

2. Positive Relationship Between Leadership Attitudes and Teacher Conscientiousness: There is a significant positive correlation between the leadership attitudes of school heads and the conscientiousness of teachers, indicating that supportive and strategic leadership contributes to higher teacher conscientiousness.

3. Significant Domains of Leadership Attitudes: Visionary thinking, strategic planning, and emotional support are significant predictors of teacher conscientiousness, highlighting the importance of these specific leadership attitudes in fostering diligent and responsible behavior among teachers.

These results provide valuable insights into how leadership attitudes influence teacher behavior and underscore the importance of developing effective leadership practices to enhance teacher performance in educational settings. 6.

6. CONCLUSION

The study revealed that the leadership attitude of school heads significantly influences the conscientiousness of teachers. Specifically, leadership attitudes characterized by visionary thinking and strategic planning were found to have a substantial impact on teacher conscientiousness. Furthermore, the creation of an analytical learning environment, ensuring a thorough understanding of subjects, and enhancing logical thinking were identified as crucial strategies for developing students' analytical skills. Teachers employ various coping mechanisms and strategies to overcome challenges, emphasizing the importance of these skills in promoting academic success, improving problem-solving abilities, and strengthening the curriculum. These findings highlight the need for educational authorities to support school heads in fostering environments that promote teacher conscientiousness and student analytical skills (Merriam & Tisdell, 2016; Creswell & Creswell, 2020).

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