

Instructional Competence via Leadership Practices among University Faculty Designated with Administrative Functions

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Abstract – *This study created a model of instructional competence (IC), with leadership practices (LP) as predictors, of faculty designated with administrative functions of the university. It was conducted in a recognized state university in the Philippines. It has the characteristics, status, and mandates of a typical university in the country. There were 65 out of 97 (64%) faculty-respondents selected through purposive sampling with at least one-year experience of handling administrative functions. Data were analyzed through descriptive statistics, partial component analysis, and regression analysis. The findings of this study enable the researchers to come up with a modified five practices of exemplary leadership (MFPEL) written as indexes which lead to the creation of Leadership by Heart model. The MFPEL includes the index of Modeling by Heart, index of Encouragement and Innovation, index of Taking Risk but Inspired a Shared Vision, index of Encourage the Heart and index of Enable others to Act from the Heart. Also, among the five components of the MFPEL, only modeling by heart, taking a risk but inspire a shared vision and enable others to act by heart account significantly on the variations in IC at different levels.*

Keywords – *organizational leadership, teaching competence, faculty designations, practices of academic leaders*

INTRODUCTION

The State Universities and Colleges (SUCs) in the Philippines are any public institution of higher learning created through an Act passed by the Congress of the Philippines. These are fully subsidized by the national government, and may be considered as a corporate body[1]. The management and leadership of any SUCs in the country are similar in nature with a university president as the highest ranking official. Other key university positions such as vice presidents, deans, directors, department heads, and others are designations among faculty members or administrative staff. However, these faculty members assigned to perform administrative functions are still assigned to perform teaching or instructional roles. These dual functions may pose challenge in instructional competence of the concerned faculty. According to Tang, instructional competence (IC) is reasonably important and must attain

balance with other functions such as research and extension, and the changes in management. This study focuses on how the faculty members with designations balance the dual functions.

An SUC sets vision, mission, goals, and objectives with the aim of producing better quality graduates who can deliver the expected competencies at par with other global counterparts. The quality of these products depends primarily on the leadership quality and the academic processes that the university has to convey. Some of the qualities of a leader according to Morato are innovators, transformers, visionaries, and value-driven. These are necessary for achieving a high-quality university. The designations of faculty members call for an efficient and effective service to students to attain the university's vision. Also, helping redefine the organization, going beyond performance achievement,

seeing far beyond the present and the near future and inculcating long lasting values that anchor the entire organization are qualities of a leader that need to be developed and nurtured from the faculty with designated positions. The performance of teachers significantly affects the performance of their students. It means that leadership practices of faculty performing administrative functions should equally consider the importance of their instructional competence [4], [5].

Among the three factors namely leadership, teachers' commitment, and teachers' competency considered in her study, only leadership factor had a significant contribution to school effectiveness [6]. However, to become an innovator, transformer, and visionary, one must be competent in teaching, doing research and in other aspects. It poses a gap on the definition and delineation of the responsibilities or qualities of a good leader. Moreover, the concept of transformational leadership integrated with instructional leadership influences positive results regarding students' achievements. Incomplete qualities of leaders guiding their clients' journey into a high-quality university [6]. There is no significant relationship between the leadership practices and performance among basic education teachers [7]. However, the work environment in an education institution differs. In SUC, conducting researches is mandatory while doing extension work is also important. Effective academic leaders utilized various leadership styles according to certain situations, possessed the required competencies and assumed certain roles [8]. In this case, SUC leaders need to know and practice new knowledge, abilities, and skills to effectively cope with the constant organizational changes and the fast-changing demand of the society such as ASEAN Integration, globalization and others. However, only a few studies investigated what senior academic administrators need to know, the characteristics or attitudes they need to possess and more importantly what they do (practice) [9], [10].

The leadership practices reflected in the Five Practices of Exemplary Leadership (FPEL) [11] are the reference indicators of many organizations. They are positively related to effectiveness, commitment, engagement, and satisfaction of both the leader and subordinates. The National Budget Circular (NBC) 461-Qualitative Contribution Evaluation (QCE) instrument is used by all SUCs in the Philippines to determine the instructional competence of a faculty member. This measures the commitment, knowledge of the subject matter, management of learning and teaching for independent learning. This study intends to create a

model that may optimize instructional competence via leadership practices.

THEORETICAL AND CONCEPTUAL FRAMEWORK

The Trait Theory of Leadership expresses that people are either born or made with certain qualities which will brand them to out rival in leadership roles. Based on history, the theories on leadership concentrated mostly on the characteristics or qualities of the leader [12]-[14]. These qualities include intelligence, creativity, sense of responsibility, and other values which together make good leader [15]-[16]. In this case, a leader in the university shall be a choice of competence, not of trust and confidence. Meanwhile, the transformational and instructional leadership provide a similar view. Transformational leadership is a necessary but insufficient condition for a successful instructional leadership. Transformational co-exist with shared instructional leadership in an integrated form. They significantly create substantial influence on school performance, measured by the quality of its pedagogy and the achievement of its students [17]. Therefore, to maximize performance viewed from the students' achievement, universities shall be primarily governed by appropriate leadership coupled with high competence in instruction to have a full grasp of balance between administrative and teaching functions.

Academic leadership is composed of both instructional and organizational leadership [18]. It requires the contribution in instructional, professional and organizational development requiring leaders to perform their functions not only in the classroom but also in the community [19], [20]. Leaders should win external funding to be effective. It further added to the assumed responsibilities of an academic leader [21].

The FPEL are the following: (1) Model the Way, (2) Enable others to Act, (3) Encourage the Heart, (4) Inspire a Shared Vision, and (5) Challenge the Process [11]. These practices relate to the basis of transformational leadership, the Four-I Model which includes Idealized Influence (or charisma), Inspirational Motivation, Individualized Consideration, and Intellectual Stimulation [22]. Modeling the Way related to Idealized Influence being described as a thrust and consequently elicits respect from followers. Enabling others to Act and Inspire a Shared Vision can also be related to Inspirational Motivation. It is the capacity to make connection between convincing vision that outgrowths action and individual and collective goals [22]. Also, Encouraging the Heart has similar contentions with the

Individualized Consideration while Challenging the Process relates to Intellectual Simulation. The former considers sensitivity to the needs of an individual while the later ignites creativity and innovations.

In this study, the leadership practices are investigated in relation to instructional competence. The investigation took a deeper look on presence of FPEL in these practices leading to the creation of a model.

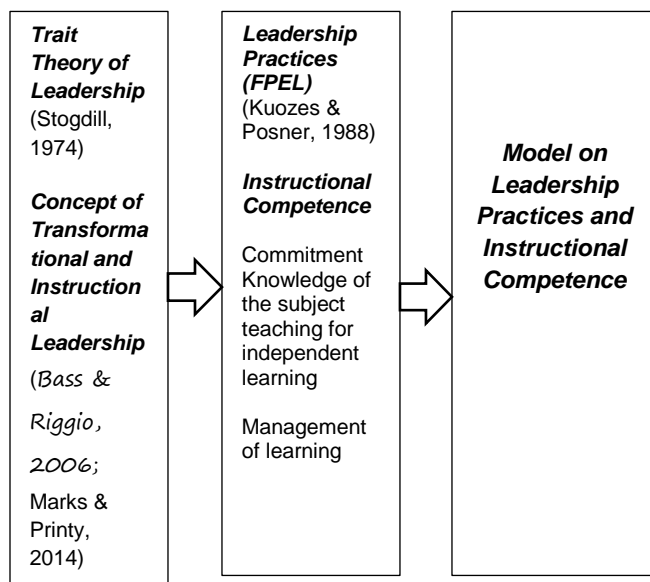


Figure 1. Theoretical and Conceptual Framework of the Study

RESEARCH DESIGN AND METHODS

This study is descriptive in nature that utilized the Leadership Practices Inventory (LPI) [23] to determine the leadership practices of faculty with administrative functions. The LPI is 30-item questionnaire which contains six items for each of the Five Practices of Exemplary Leadership (FPEL) [11]. Each component has six items describing the five practices of leadership behavior (Model the Way, Enable others to Act, Encourage the Heart, Inspire a Shared Vision, and Challenge the Process). Meanwhile, the instructional competence was described using the National Budget Circular (NBC) 461-Qualitative Contribution Evaluation (QCE) instrument [24]. It is important to note that faculty members in State Universities and Colleges (SUCs) in the Philippines are compensated based on accomplishment. This is articulated in the guidelines of NBC 461. The accomplishment-based promotion system (ABPS) aims to give commensurable pay to quality faculty members. Using this instrument, faculty members are rated by students, peer, supervisor and

one's self. The supervisor and students' ratings, each contribute 30% to the whole rating, while the peer and self-ratings, 20% each. This administered every semester; hence, the NBC 461 QCE instrument is considered the best standard instrument to describe instructional competence.

The locale of this study is a Philippine SUC, the Southern Leyte State University, which has the characteristics, status and mandates of a typical university in the country. It has five campuses, each of which is managed by a Campus or College Dean. The whole university is managed by a President. Applying purposive sampling, the respondents were 67% (65 out of 97) of faculty members with administrative functions for at least one year from 2013 up to 2016. Each of the respondents filled-up the LPI [11]. Mean rating for each indicator in LP was obtained and interpreted as practiced almost never ($\mu=1.00-1.90$), rarely ($\mu=1.91-2.80$), seldom ($\mu=2.81-3.70$), once in a while ($\mu=3.71-4.60$), occasionally ($\mu=4.61-5.50$), sometimes ($\mu=5.51-6.40$), fairly often ($\mu=6.41-7.30$), usually ($\mu=7.31-8.20$), very frequently ($\mu=8.21-9.10$), and almost always ($\mu=9.11-10.00$). Then the average of the QCE ratings within the designation periods of the respondents was taken. Prior to data gathering, the researchers obtained a permission from the office of the president. The request for permission stipulates the assurance on confidentiality whose only purpose is for this particular study. Data gathering was done by the researchers themselves.

Data were first analyzed using Partial Component Analysis (PCA), a linear transformation which decorrelates multivariate data by translating and/or rotating the axes to suit the orientation of data. This was done to determine if the leadership practices of the respondents typically fall into the FPEL. Using a 70% cut-off in which a Principal Component (PC) explains the variability, items were grouped based on dominant patterns. Then items in each grouped were identified if they belong to one of the FPELs or a combination of at least of them. Using the minitab, the following were done: (1) Eigen analysis of correlation matrix using the input data sets; (2) running for Scree plot to visually assess which components or indicators explain most of the variability in the data and (3) identifying the dominant components or indicators and creating indexes (grouping of items) based on the resulting PCs and (4) regression analysis using the created indexes to determine the significantly contributing index towards IC. Graphical analyses were also done for visual validation.

RESULTS AND DISCUSSION

Preliminary Analysis

Table 1. Distribution of Leadership Practices among Faculty Members designated with Administrative Functions

Indicators	Mean	Interpretation
I set a personal example of what I expect of my colleagues.	8.52	Very Frequently
I talk about future trends that will influence how our work gets done.	7.89	Usually
I seek out challenging opportunities that test my own skills and abilities.	8.14	Usually
I develop cooperative relationships among the faculty/staff I work with.	8.46	Very Frequently
I praise people for a job well done.	8.92	Very Frequently
I spend time and energy making certain that the faculty/staff I work with adhere to the principles and standards we have agreed on.	8.15	Usually
I describe a compelling image of what our future could be like.	7.72	Usually
I challenge the faculty/staff to try out new and innovative ways to do their work.	7.75	Usually
I actively listen to diverse points of view.	8.74	Very Frequently
I make it a point to let the faculty/staff know about my confidence in their abilities.	8.28	Very Frequently
I follow through on the promises and commitments that I make.	8.75	Very Frequently
I appeal to others to share their plans for the future of SLSU.	8.14	Usually
I search outside the formal boundaries of SLSU for innovative ways to improve what we do.	7.72	Usually
I treat others with dignity and respect.	9.35	Almost Always
I make sure that the faculty/staff are creatively rewarded for their contributions to the success of our projects.	8.54	Very Frequently
I ask for feedback on how my actions affect other's performance.	7.55	Usually
I show others how their plans can be realized by soliciting common idea.	8.06	Usually
I ask "What can we learn?" when things don't go as expected.	7.58	Usually
I support the decisions that faculty/staff make on their own.	8.25	Very Frequently
I publicly recognize faculty/staff who exemplify commitment to shared values.	8.54	Very Frequently
I build consensus around a common set of values for running the university.	7.86	Usually
I paint the "big picture" of what we aspire to accomplish.	7.71	Usually
I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the activities, projects and programs that we work on.	7.82	Usually
I give faculty/staff a great deal of freedom and choice in deciding how to do their work.	8.49	Very Frequently
I find ways to celebrate accomplishments.	7.94	Usually
I am clear about my philosophy of leadership.	8.29	Very Frequently
I speak with genuine conviction about the higher meaning and purpose of our work.	8.55	Very Frequently
I experiment and take risks, even when there is a chance of failure.	7.94	Usually
I ensure that that faculty/staff grow in their jobs by learning new skills and developing themselves.	8.45	Very Frequently
I give the faculty/staff who are members of the team lots of appreciation and support for their contributions.	8.15	Usually
Over-all Mean	8.21	Very Frequently

Legend: 1.00-1.90 – Almost Never; 1.91-2.80 – Rarely; 2.81-3.70 Seldom; 3.71-4.60 - Once in a while; 4.61-5.50 – Occasionally; 5.51-6.40 – Sometimes; 6.41-7.30 – Fairly Often; 7.31-8.20 – Usually; 8.21-9.10 – Very Frequently; 9.11-10.00 – Almost Always

Among the 30 indicators on leadership practices, *treating others with dignity and respect* is almost always done. There are 12 which were done very frequently by the respondents:

I set a personal example of what I expect of my colleagues.

I develop cooperative relationships among the faculty/staff I work with.

I praise people for a job well done.

I actively listen to diverse points of view.

I make it a point to let the faculty/staff know about my confidence in their abilities.

I follow through on the promises and commitments that I make.

I make sure that the faculty/staff are creatively rewarded for their contributions to the success of our projects.

I support the decisions that faculty/staff make on their own.

I publicly recognize faculty/staff who exemplify commitment to shared values.

I give faculty/staff a great deal of freedom and choice in deciding how to do their work.

I am clear about my philosophy of leadership.

I ensure that that faculty/staff grow in their jobs by learning new skills and developing themselves.

It is vital to note that the aforementioned indicators are more on valuing the subordinates as persons and as colleagues. Leaders are compassionate. They humanize the organization through attention and recognition of each member in the organization [3]. These leadership practices can create participation, involvement, interaction and communication. These faculty members designated with administrative functions can also be considered as value-driven leaders who inculcate long lasting values that serve as strong anchor of the entire organization.

Volunteer leadership, the quality of experience of the respondents was related to leadership behaviour [23]. This somehow relates to the leadership practices of faculty designated with administrative functions since respondents' qualifications include at least one year experience on leadership either in the current designations or previous assignment. In addition, the university considers commendable performance of the designees prior to their designations, thus quality of experience becomes a silent qualification. Leadership model that strikes how an individual can lead at different levels, in any function, any position at any location [11]. In this case, it is worthy to note that the faculty designated with administrative functions were trained to be teachers in their university degrees; however, they are assigned to perform tasks different from teaching, which is, managing people at varied levels of education, from the program chair, to department head, dean of a college and even a higher level of designation. This further implies that the respondents are resilient to the additional managerial tasks which they performed well together with their instructional function.

Partial Component Analysis and Categorization of Indicators in Indexes

The eigen analysis of correlation matrix shows the eigenvalues, proportion of variation of the rotated data with respect to the original data and the cumulative proportions according to the number of principal components. We have to note that eigenvalues represent the amount of variance assigned to each eigenvector. The variance assigned to PC1 is 1.2027; less than two times the variance of the original variables. In terms of between-indicator contrasts, PC1 explains 4.0 per cent of

the variation in data rotation with respect to the original data, with the remaining 96 per cent can be explained by other PCs, both are still very far from what is desired. In the Scree plot (Figure 3), the graph tends to become linear after PC8 but the variation was accounted to only 28.8%. So the researcher considered higher variation. In this case, the researcher considered 69.5% of the variation with 1.0057 variance found in PC20.

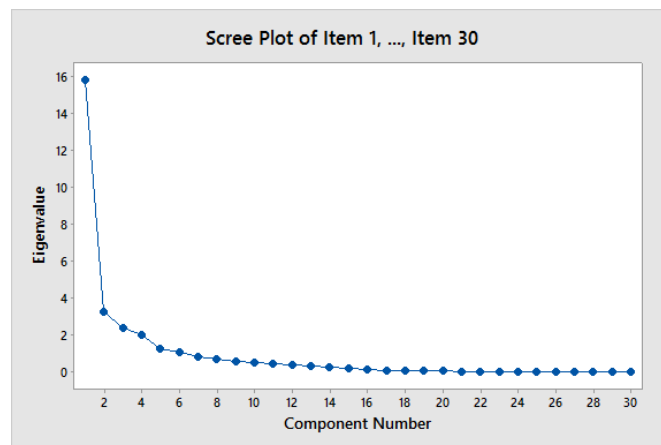


Figure 3. Screen Plot

It is observed in the eigen analysis correlation matrix under PC20, items are color-coded to identify similarities based on the numerical strength reflected in this PC. Further, PCA of a data matrix extracts the patterns in terms of neighborhood values. Grouping these patterns forms the indexes. In this study, it was observed that each pattern reflects a combination of the components in the FPEL [11] as presented in Table 2. Thus, these indexes enriches the FPEL: index of **Model by Heart**, index of **Encouragement and Innovation**, index of **Taking Risk but Inspired a Shared Vision**, index of **Encourage the Heart** and index of **Enable others to Act from the Heart**. This enrichment has commonalities, i.e., being humane and compassionate, which are consistent with the data shown in Table 1. Thus the researcher named this leadership model as **LEADERSHIP BY HEART**.

Table 2. Modified Five Practices of Exemplary Leadership

Model by Heart (MH)

- I set a personal example of what I expect of my colleagues.
- I follow through on the promises and commitments that I make.
- I support the decisions that faculty/staff make on their own.
- I support the decisions that faculty/staff make on their own.
- I paint the “big picture” of what we aspire to accomplish.

I give the faculty/staff who are members of the team lots of appreciation and support for their contributions.

Encourage and Innovate (EI)

I talk about future trends that will influence how our work gets done.

I praise people for a job well done.

I spend time and energy making certain that the faculty/staff I work with adhere to the principles and standards we have agreed on.

I describe a compelling image of what our future could be like.

I make it a point to let the faculty/staff know about my confidence in their abilities.

I ask “What can we learn?” when things don’t go as expected.

I publicly recognize faculty/staff who exemplify commitment to shared values.

I build consensus around a common set of values for running the university.

I experiment and take risks, even when there is a chance of failure.

I ensure that that faculty/staff grow in their jobs by learning new skills and developing themselves.

Taking Risk but Inspire a shared Vision (TRIV)

I seek out challenging opportunities that test my own skills and abilities.

I develop cooperative relationships among the faculty/staff I work with.

I challenge the faculty/staff to try out new and innovative ways to do their work.

I appeal to others to share their plans for the future of SLSU.

I search outside the formal boundaries of SLSU for innovative ways to improve what we do.

I show others how their plans can be realized by soliciting common idea.

I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the activities, projects and programs that we work on.

Encourage the Heart (EH)

I actively listen to diverse points of view.

I treat others with dignity and respect.

I give faculty/staff a great deal of freedom and choice in deciding how to do their work.

I find ways to celebrate accomplishments.

I am clear about my philosophy of leadership.

Enable Others to Act from the Heart (EOAH)

I make sure that the faculty/staff are creatively rewarded for their contributions to the success of our projects.

I ask for feedback on how my actions affect other’s performance.

I speak with genuine conviction about the higher meaning and purpose of our work.

Instructional Competence of Faculty with Designation

The instructional competence of faculty with administrative functions are shown in Table 3. The respondents were rated very competent ($24.46 \leq \mu \leq 24.49$) in all IC components namely *Commitment, Knowledge of Subject Matter, Management of Learning and Teaching for Independent Learning*. This means that although they are assigned to perform another tasks aside from teaching, they were still able to perform their main function as faculty members very competently. Teacher-leadership dispositions enable a teacher-leader to handle different situations [25]. These dispositions include deeper commitment to student learning, optimistic and enthusiastic, open-minded and humble, courageous and are willing to take risks, confident and decisive, tolerant of ambiguity, creative and flexible, persevering, and are willing to work hard. These dispositions may have empowered the faculty designated with administrative functions to competently do teaching tasks.

Table 3. Instructional Competence of Faculty with Administrative Functions

Instructional Competence Components	Descriptive Statistics		
	Average	Interpretation	SD
Commitment	24.46	Very Competent	0.41
Knowledge of Subject Matter	24.49	Very Competent	0.39
Teaching for Independent Learning	24.49	Very Competent	0.39
Management of Learning	24.47	Very Competent	0.43
Legend:	Average	Interpretation	
	1.00 - 6.24	Poorly Competent	
	6.25 - 12.49	Fairly Competent	
	12.50 - 18.74	Moderately Competent	
	18.75 - 25.00	Very Competent	

Graphical Comparison of IC vs. Modified FPEL Components of Leadership by Heart Model

The scatterplot of IC versus each of the Modified FPEL components of the Leadership by Heart Model clearly presents no pattern. It seems to suggest that for example, in Management by Heart (MH), faculty designated with administrative functions *very competently* ($IC > 92$) performed the instructional tasks by very frequently doing the practices under MH. These evidently show that the respondents were able to balance their teaching and administrative functions through MH

practices. The same observations for the other components such as Encouragement and Innovations (EI), Taking Risk by Inspired by a shared Vision (TRIV), Encourage by Heart (EH), and Enable others to Act by Heart (EOAH).

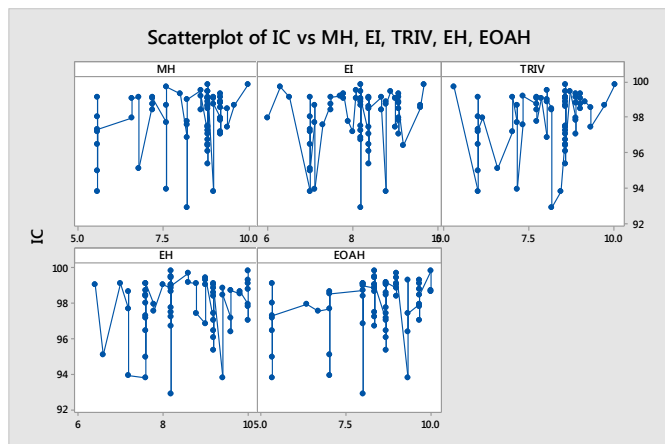


Figure 4. Scatterplot of IC vs. Modified FPEL of a Leadership by Heart Model

Creating a Model for Instructional Competence via Leadership Practices

Table 4 shows the descriptive statistics for both the respondents’ instructional competence and leadership practices. Note that 100% of them have very competent level of instruction (mean=9.54, sd=2.76). This even reached 100.30 (97.54+2.76=100.30) for only 68% of the normal curve approximation. This means, the ratings on instructional competence are very close to each other.

Table 4. Descriptive Statistics on Instructional Competence

Variables	Mean	Std. Deviation
Instructional competence	97.54	2.76
Leadership practices	8.31	0.90

The results shown in Table 4 affect the regression equation (model) with the modified FPEL either taken one at a time or a combination. As reflected in Table 5, only Model by Heart, Taking Risks but Inspired a Shared Vision and Enable Others to Act by Heart significantly contributed to instructional competence. The models are as follow:

Model 1: $IC = 95.22 + 0.328MH$; $r^2 = 5.90\%$

The first model of IC reveals that MH is a significant predictor of IC at 5% level of significance ($p=0.050$)

accounting for 5.90% of the variance in IC. Although Model 1 is significant, but 94.10% of IC are accounted to other factors aside from MH.

Model 2: $IC = 94.85 + 0.385TRIV$; $r^2 = 6.51\%$

In the second model, TRIV significantly predicts IC at 5% level of significance ($p=0.050$) accounting to 6.51% of the variance in IC. Similar trend was found for EOA as shown by Model 3 in which 10.27% of the variance in IC was accounted by this leadership practice.

Model 3. $IC = 94.67 + 0.396EOAH$; $r^2 = 10.27\%$

The combination of the modified KPEL of the Leadership by Heart model, created a non-significant regression equation as shown below:

$IC = 96.13 - 0.181MH - 0.424EI + 0.389TRIV - 0.099EH + 0.542EOAH$

Table 5. Results of the regression analysis for IC

Term	Coeff	SE Coeff	T-value	P-value	VIF
Constant	96.13	1.990	48.36	0.000	
MH	-0.181	0.430	-0.42	0.675	6.81
EI	-0.424	0.705	-0.60	0.550	9.52
TRIV	0.389	0.559	0.69	0.490	9.39
EH	-0.099	0.405	-0.24	0.808	3.88
EOAH	0.542	0.326	1.66	0.102	4.70

Table 6. Coefficient of the variables used in creating the model

Modified FPEL	R-squared p-value (%)	Regression Equations
Model by Heart (MH)	0.050*	5.90 $IC = 95.22 + 0.328MH$
Encourage and Innovate (EI)	0.147ns	3.32 $IC = 95.14 + 0.342EI$
Taking Risks but Inspire a Shared Vision (TRIV)	0.040*	6.51 $IC = 94.85 + 385TRIV$
Encourage by Heart (EH)	0.232ns	2.26 $IC = 95.74 + 0.254EH$
Enable others to Act by Heart (EOAH)	0.009*	10.27 $IC = 94.67 + 0.396EOAH$
Combination of modified FPEL	>0.05ns	12.45 $IC = 96.13 - 0.181MH - 0.424EI + 0.389TRIV - 0.099EH + 0.542EOAH$

Generally, not all components of the modified KPEL of the Leadership by Heart Model significantly causes variation in IC. However, it is important to note that the non-significant components are integrated in the others like innovations which is covered by TRIV,

encouragement or encourage by heart that are subsumed by MH and EOA. Thus, the Leadership by Heart model captures the full range of FPEL [11], [22], [17].

CONCLUSION

Faculty members designated with administrative functions are very competent in instruction. They exhibited the leadership practices based on the LPI but dominated by compassionate and humanitarian approach. Thus, a Modified Five Practices of Exemplary Leadership (MFPEL) lead to the formulation of a Leadership by Heart model. In addition, only three of the MFPEL significantly accounted for a variance in IC, taken at various level of variations. Hence, the findings of this study support the theory on transformation and shared instructional leadership.

The SUCs of the country can give more premium on the competence of its academic leaders in the delivery of administrative and instructional functions, especially the faculty members with designations. Attendance to leadership training intended for academic leadership may be considered as part of the requirements or criteria in giving designations. This training shall consider the substance and meaning of MFPEL in relation to its contribution towards improving IC. In as much as there was only a limited number of respondents in this study, the researchers recommend that a parallel study with bigger number of respondents be considered. A categorization of the levels of leadership may add details of the information with corresponding effect or contribution towards IC.

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