

**CORRELATES OF LEADERSHIP SKILLS FOR HEAD TEACHERSHIP:
INPUTS FOR POLICY FORMULATION IN
SUCCESSION PLANNING**

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By

Annabelle S. Pomar

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ABSTRACT

This study determined the correlates of leadership skills for head teachership inputs policy formulation in succession planning. Using the descriptive-correlation research. The study involved 116 Teachers III, 56 head teachers and 2 school heads who are in the service in the Division of Makati during the school year 2014-2015, who were purposively chosen to provide the needed data for this research study.

This study is focused on the three (3) basic leadership skills which include technical, human and conceptual skills needed by all types of leaders including the head teachers. Using a researcher-made questionnaire on the three leadership skills which was validated, the yielded data provided inputs for policy formulation in succession planning.

The findings reveal that the Teacher III candidates are of middle age, 41-50, 64% are BSE graduate, 37% have served in subject chairman and have been teaching for more than 21 years (35%). Both Teachers III and the combined assessment the head teachers and school heads rated the Teacher III technical skills as Very Satisfactory with means of 4.12 and 4.08, respectively. As to human skills, both Teachers III and the combined assessment of head teachers and school heads yield an over-all mean of 4.19 and 4.26, respectively, interpreted as Very Satisfactory. On conceptual skills,

The Teachers III rated themselves 3.94, Very Satisfactory. Comparing the assessment of the two groups, the computed z-test appearance to be lesser than the tabular value of 1.96, justifying the acceptance of the alternative hypothesis. However, the Pearson's r revealed a significant relationship between the leadership skills of the Teacher III respondents and their profile variables.

The study further revealed that Teacher III potential candidates for head teachership are qualified for future leadership roles based on their age, education, training and experience. They have Very Satisfactory leadership skills in terms of technical, human, and conceptual skills which correlate with their profile.

Based on the findings and conclusions it is recommended that schools should have a succession planning scheme, provide the potential teacher III candidates for head teachership with opportunities to local and conduct seminars as well as training in instructional supervision.

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Planning for leadership development of succession is vital to any organization like the school system, which is a dynamic organization of human resources that need to continuously develop and grow, following a certain career path. Among the high school teachers starting from the entry level of Teacher I, they move up to Teacher II and finally to Teacher III. Those in Teacher III level become potential candidates for head teachership, which is a potentials promotion equivalent to a department head. Head teachers are assigned to lead a group of teachers in a particular subject area such as local teacher for English, Science, and the like.

Even before a Teacher III is officially appointed as a head teacher, she/he already assumes leadership roles as coordinator or subject chairman, mentor, or committee chair as extra assignment given by the school head. Due to limited items in vacancies for head teachership for which several potential Teacher III candidates are aspiring, there are instances where some more qualified aspirants felt they were by passed, resulting to dissatisfaction.

In view of this situation, each school should have a human resources succession planning strategy to ensure and encourage individual advancement (Rothwell, 2010). Succession planning allows the school to train and prepare those with leadership potentials to fill in future vacancies, following Dep-Ed Order and CSC's principles of merit, fitness, competencies and equality.

Succession planning being a deliberate and systematic effort to ensure leadership continuity in key positions, school heads should lead in building teacher leaders with potentials to become future school managers. Head teachers are next in rank to the principals. They require the same leadership skills in leading a group or team of teachers and therefore, there is a need to access the leadership skills of Teacher III candidates for head teachership as inputs to policy formulation in succession planning.

It happened two years ago, when the Master Teacher II in our department took over the vacant position of the Head Teacher in the Social Studies department. During that time until now, she feels so empty regarding the information, updates, issue and concern in our school, because of not disseminating information or echoing the minutes of the meeting during staff meeting. She felt so thirsty and hungry for information. As a Teacher III, she should know everything regarding our school, students' welfare and

community. So she decided to do a research regarding on how to promote teachers with potential leadership skills. She is looking forward also if there is a succession plan used on how to select, recruit and to appoint a school head official in the division of Makati.

Theoretical Framework

This study was anchored on two theories the Path Goal theory of Newstrom and Davis cited from the study of (Dela Rosa, 2012) and Open System theory of Katz and Kahn cited by Northouse (2010). It stressed that in the approach to leadership, the managers are responsible for influencing employee to work for the rewards linked to specific task. The Path-Goal Theory builds on expectancy theory, stating that leaders identify outcomes (goal and rewards) and then lead others toward attaining them.

The Path-Goal Theory integrated two complicated concepts: expectancy theory and contingency theory. On the hand of managers are dealing with employee expectations; on the other hand, they are trying to ease constraints imposed by the work environment. In Dela Rosa's words as cited by Newstrom and Davis: "The motivational function of the leader consists of increasing personal pays-off to subordinates for work-goal attainment, and making path to these pays-off easier to travel by classifying it, reducing roadblocks and pitfalls, and increasing the opportunities for personal