

# **Principals' Leadership Skills and Attitude towards Teaching among Public Elementary School Teachers in Sibulan District, Negros Oriental**

**WILFRED P. ASKIN**

[wpaskin@universityofbohol.edu.ph](mailto:wpaskin@universityofbohol.edu.ph)  
<https://orcid.org/0000-0003-0506-3433>

## **ABSTRACT**

Leadership is a skill to develop by showing wisdom and emotions in inspiring others with dedication, integrity, and perseverance. This study intends to assess the principals' leadership skills and teachers' attitudes towards teaching among the public elementary schools in Sibulan District, Negros Oriental. This study employed a quantitative-correlational design through a survey questionnaire. Out of the 166 sample respondents, only 51 teachers responded to the survey with a margin of error of 12.5% at a 95% confidence interval. Results revealed that the teachers perceived the principals' leadership skills as excellent, with a composite mean of 3.78. At the same time, they have a very good attitude towards teaching with a composite mean of 3.69. Furthermore, results revealed a statistically significant correlation between the teachers' perception of the principals' leadership skills and their attitude towards teaching ( $r_s = 0.865, p = 0.000$ ).

**Keywords:** Educational Research, Principals' Leadership Skills, Teachers' Attitude towards Teaching, quantitative- correlational method, Spearman Rank Correlation, Bohol, Philippines

## INTRODUCTION

Educational leadership recognizes as a powerful instrument for maximizing scarce resources and increasing educationally relevant to national development. Educational Management is complete to achieve quality education. The effect is that School-Based Management (SBM) is born aside from those previous programs, projects, and innovations in the Department of Education. Principals occupy a unique position in managing the schools. They see to it that schools are conducive to learning to achieve the goal of peak performance.

Making education more relevant to the present time, the Department of Education has always managed to suit the needs of the time holistically by performing a comprehensive education program in conformity with its national development goals.

This study is to determine (a) the importance of principals' leadership skills in school management; (b) identify the significance of the teachers' regarding their attitude towards their work; (c) be acquainted with the different schools' performance in Sibulan District, Negros Oriental; (d) formulate if any, the different programs that may benefit or develop the skills of the teachers and the performance of the school in the future.

This study anchors the theory of self-efficacy, which lies in the social cognitive theory of psychologist Albert Bandura, which states that observational learning, reciprocal determinism, and social experience lead to human personality development. Another researcher describes self-efficacy impacts everything from psychological states from behavior to motivation.

A school principal or assistant Principal's high self-efficacy contributes to the better performance and its enrolled students. These are especially critical information, considering that the essential individual in high-achieving schools is the Principal (Beth, 2012).

The variety of leadership skills inherent to mentoring are also expectations for high-quality principals. Therefore, studying how these two intersect and affect the administrator experience can help increase an understanding of how a mentor's development can affect the same leader's efficacy. Teachers can identify goals they want to accomplish, things they would like to change, and things they would like to achieve. However, most teachers also realize that putting these plans into action is not quite so simple. Bandura and others have found that a teacher's

self-efficacy plays a significant role in how goals, tasks, and challenges are approached.

Teachers with a strong sense of self-efficacy: view challenging problems as tasks to be mastered; develop a more profound interest in the activities in which they perform; form a stronger sense of dedication to their interests and activities; and recover quickly from setbacks and disappointments (Robbins and Judge, 2007). Teachers with a weak sense of self-efficacy: avoid challenging tasks; believe that complex tasks and situations are beyond their capacity; instead, they focus on personal failings and adverse outcomes and quickly lose confidence in unique abilities.

These beliefs begin to appear in early childhood as children share various experiences, tasks, and situations. However, self-efficacy growth does not end during youth but continues to evolve throughout life as teachers acquire new skills, experiences, and understanding.

A strong sense of efficacy is the most effective way in the development through mastery experiences. Performing a task strengthens our sense of self-efficacy. However, failing to deal with challenges adequately can undermine and weaken self-efficacy. On the other hand, social modeling is witnessing another teacher completing a task is another important source of self-efficacy.

Social Persuasion on Bandura's assertion believes that teachers could persuade that they have the skills and capabilities to follow. Consider a time when an individual said something positive and inspire that helped achieve a goal. Getting verbal encouragement from others helps teachers overcome self-doubt and instead focus on giving their best effort to the task at hand. Psychological responses refer to the teachers' responses and emotional reactions to situations that play an essential role in self-efficacy. Emotional states, moods, physical reactions, and stress levels can all impact how they feel about their abilities in a particular situation. A person who becomes enormously nervous before speaking in public may grow a weak sense of self-efficacy in these circumstances. However, Bandura also notes that it is not the absolute intensity of emotional and physical reactions that is significant but rather how they are perceived and understood. By learning how to lessen stress and elevate mood when facing complex or challenging tasks, teachers can improve their self-efficacy sense (Robbins and Judge, 2007). Teachers' attitudes, abilities, and cognitive skills comprise what is known as the self-system. This system

plays a significant role in how we perceive situations and how we behave in response to different situations. Self-efficacy plays an essential part in this self-system. Individual's belief of his/her capabilities to perform the task or organize and execute the courses of action required to manage prospective situations. In other words, self-efficacy is a teachers' belief in their ability to succeed in a particular condition. Bandura described these beliefs as factors of how teachers think, behave, and feel (Robbins and Judge, 2007). Teachers who have a high intelligence of instructional effectiveness devote more instructional time to academic learning, give students better help when they need it and are more likely to praise students for their successful accomplishments. Likewise, teachers who have a low sense of self-efficacy are likely to engage a set of "custodial" approaches that focus on extrinsic inducements and damaging sanctions. In contrast, teachers with higher self-efficacy are more likely to employ strategies supporting their students' intrinsic motivation and encouraging them to direct their learning.

The School staff members who collectively judge themselves as having high self-efficacy are likely to offer an environment that will promote comparable feelings and high productivity levels among their students. Self-efficacy is a person's judgment about being able to perform a particular activity. It is a student's "I can" or "I cannot" belief, unlike self-esteem, reflecting how students feel.

**Legal Bases.** This study anchors legally to institute a governance framework for primary basic education establishing power and liability within the jurisdiction mentioning the Department of education, culture, and sports.

Be enacted by the Philippines Congress, precisely the Senate and House of Representatives assembled: This Act declares the "Governance of Basic Education Act of 2001." It describes the state's policy to protect and promote all citizens' right to quality primary education and make such education accessible to all by providing all Filipino children a free and compulsory education, whatever school level of education, including alternative learning systems out-of-school youth and adult learners. It shall be the primary education goal in providing the skills, knowledge, and values they need to develop a caring, self-reliant, productive, and patriotic people of the Philippines.

The school symbolizes the heart of the formal education system. It is where children learn. Schools shall have a single aim of providing the best

possible primary education for all learners.

Republic Act. No. 9155, known as the Governance of Basic Education Act of 2001, states that principals shall be accountable for higher learning outcomes. Therefore, they must be an efficient and effective instructional leader and administrative manager. They must keep abreast of the newer educational policies and practices to lessen the time lag between their skills concerning discovery and apply new leadership knowledge to become an effective leader. All of the above requirements necessitate management as an academic inquiring to lay down the ground for effective and efficient delivery of education services as mandated by the School-Based Management Framework.

Governance of primary education shall begin at the national level. It is at the regions, divisions, schools, and learning centers — herein referred to as the field offices — where the policy and principle for primary education governance shall shift into programs, projects, and services developed, adapted, and offered to fit local needs.

The state shall encourage local initiatives for improving the quality of primary education. The state shall ensure that the school community's values, needs, and aspirations reflect education for the children, out-of-school youth, and adult learners. The learning centers such as schools shall empower to decide what is best for the learners they serve.

**Review of Related Literature and Studies.** The Principal's part as the school's instructional leader facilitates the process through media, and instructional personnel helpfully plan and implement the educational program to meet learner needs. This process combines the media and instructional programs as the school community moves toward common goals. The principals' attitude defines as a positive or negative evaluation from people concerning the environment, but there is debate about precise definitions. Attitude determines as a psychological habit that expresses by evaluating a specific entity with some approval or disapproval. Though it is occasionally common to define an attitude mark toward an object, affect (i.e., discrete emotions or overall arousal) is typically understood to be distinct from attitude as a favorability measure.

Leadership describes as a process of social influence in which one person can enlist support and aid in accomplishing a shared task. For instance, a leader understands himself as a person to follow, give guidance, and direct others, while organizing a group of people to attain a common goal (Miner, 2005). Though, the characteristics and features of the best

leader were searching a long time ago. Initially, the exploration detected early credit that leadership's importance is rooted in specific individuals' characteristics. This idea of leadership base on personal attributes knows trait theory of leadership as explored in several works in the 19th century. Talents, skills, and physical characteristics of men classified as leadership qualities, showing numbers from eminent relatives dropped off going from first to second-degree relatives, Galton resolved that leadership can inherit. In other arguments, leaders are born, not developed, supported by others rooted as a leader's characteristic (Miner, 2005). The trait theorists create a comprehensive picture of previous leadership research rather than rely on the past's qualitative reviews. Arm with new approaches emerges that leadership research follows a specific way that a leader can do across various tasks on whatever situations arise.

Different researchers began to adopt a perspective from individual leader differences—the leader attribute pattern approach. In contrast to the traditional method, the leader's pattern approach well head on theorists' arguments that the influence of individual characteristics on outcomes understands persons' integrated rather than a summation of variables. The leader attributes claim that the combinations of differences may explain a substantial variance both a leader and emergent leader. The effectiveness explains by a single attribute combination of multiple points.

Numerous concepts often arise underperformance leadership, including leader effectiveness, leader emergence, and leader advancement. There are instances when a leader's performance refers to the individual leader's career success, the group's performance and organization, even leader emergence. These measures were conceptually distinct due to different outcomes and inclusions applied to research. Years of observation indicate that leadership is a complex trait of an individual that may change from one situation to another, including intelligence, physical attractiveness, and assertiveness. However, it may apply to other cases depending on conditions. The person with these traits often gets straightforward solutions to the problems as well as stress and deadlines. They quickly adapt to varying situations and make reasonable plans in the coming years. They demonstrate their ability to adapt to their continuously changing environments (Miner, 2005).

Individuals with good self-confidence enclose high self-esteem, assertiveness, emotional stability, and self-assurance. Self-confident

individuals do not doubt themselves or their abilities and decisions; they can also influence others' self-confidence, building trust and commitment. Leaders often shared values with followers by keeping their words and always honest. An individual with sociable traits such as friendly, extroverted, tactful, flexible, and competent recognize well in public using diplomatic solutions and measures to solve issues at hand. Mother Teresa is an exemptional example of integrity, social, and assertive ability to deal with world leaders tactfully.

In initial work identifying leader behavior, observed that subordinates perceived their supervisor's behavior in terms of two broad categories: initiating and consideration structure includes behavior fostering as an effective relationship. For instance, behavior shows concerns for lower rank acting towards others. Leader structuring actions focus on task accomplishment. These could include role clarification, setting performance standards, and holding subordinates accountable to those standards.

The fundamental assertion in the functional approach to leadership is that the leader's main job is to do or get done, whatever suitably handled for group needs. To ensure critical functions of a leader driven in both group maintenance and task accomplishment, it sounds like solving the problem. A responsible leader knows how to identify issues either impeding or goal attainment, planning, generating, and implementing suitable solutions within a complex social domain conforming to developments and events outside of the team. Further, leaders are responsible for interpreting and defining environmental events for their team (Zaccaro, 2002).

The second difference is that leadership typically involves discretion and choosing what solutions would be appropriate in particular problem domains. Team actions that are entirely specified or fully elicited by the situation do not require team leaders' intervention. Leadership necessitates team problems in which multiple solution paths are viable and requisite solutions need to implement with careful planning. The third difference is that functional leadership is not defined by a specific set of behaviors but by generic responses prescribed for and will vary by different problem situations. The emphasis switches from "what leaders should do when needs an effective performance." This difference separates functional leadership perspectives from other models of leader-team. Interactions that either specifies particular leadership behaviors (task-oriented, relationship-oriented) that are considered optimal in most team situations or vary in the application according to specific team properties situational

characteristics. Instead, leadership defines problem-answering activities, generated solutions that lead to goal-directed action by a leader's role (Zaccaro, 2002).

Alternatively, the leader's action is effective when the group flourishes. The leadership processes contribute to an influential group performance that dictates the group task's requirements, environment, and other team affiliates. Zaccaro and Klimoski (2001) form seven contexts leading to leadership: political, personal, cognitive, technological, social, financial, and staffing likely, instrumental for group success, and alternatively define individual leadership responses will not contribute to group performance. Thus, group effectiveness can occur philosophically, leading to the success of the group. Another researcher describes the definition and validation of a leader influences leadership actions' efficacy and downgrading others. Meaning, group effectiveness does not rely on the leadership action but also the other team members. The skills and abilities contributed to a large amount in the team's success beyond the team leader's effect.

Similarly, the team leader does not always associate with the team member's effectiveness. It is an overall group effort. Failure of the group leader is a downfall of the team members and vice versa. Indeed, influential team leaders often possess skills in defining critical leadership activities and responses for particular team situations (Zaccaro, 2002).

As a functional social problem solving, the leadership perspective suggests a core of essential requisite leadership functions linked to the practical generation, selection, and problem solutions implementation. Fleishman and Zaccaro (1992) organized these activities into a taxonomy of leadership performance functions having four super-ordinate dimensions and thirteen subordinate dimensions. The super-ordinate dimensions are Information search and structuring; Information use in problem-solving; Managing personnel resources, and Managing material resources.

Information search and structuring refer to the leader's systematic search, acquisition, evaluation, and organization of information regarding team goals and operations. Information sources exist both within and outside of the team. Here, the leader's boundary role requirements are most evident. Roby described vigilance, environmental scanning, and forecasting as crucial leadership functions linking the team to its external environment. Further, the team leader is responsible for interpreting tasks assigned to the team. For example, in most organizations, direct line supervisors are typically required to translate company executives'

vision and strategic intent into collective action (Zaccaro, 2001). While this translation is likely to involve multiple leadership activities, a primary one is acquiring information regarding a team or unit's mission and the resources required to complete it (Zaccaro, 2002).

The above theories and literature served as bases in developing the problem, methodology, and interpretation of the findings.

**Statement of the Problem.** This study assesses the principals' leadership skills and attitude towards teaching in Public Elementary Schools in Sibulan District, Negros Oriental. Findings served as bases for the development program.

Specifically, this study answered the following questions:

1. What is the principals' level of leadership skills as perceived by the respondents in terms of:
  - 1.1 administrative skills;
  - 1.2 technical skills;
  - 1.3 conceptual skills; and
  - 1.4 interpersonal skills?
2. What is the teacher-respondents' level of attitude towards teaching?
3. Is there a significant degree of relationship between the respondents' profile and their:
  - 3.1.Perception on the principals' leadership skills; and
  - 3.2.Attitude towards teaching?.
4. Is there a significant degree of correlation between the respondents' perception on the principal's leadership skills and their attitude towards teaching?
5. What are the recommendations based on the findings of the study?

### **Statement of the Null Hypotheses.**

Ho1: There is no significant degree of relationship between respondents' profile and their:

- 1.1 Perception on the principals' leadership skills; and
- 1.2 Attitude towards teaching

Ho2: There is no significant degree of correlation between the respondents' perception on the principal's leadership skills and their attitude towards teaching.

## RESEARCH METHODOLOGY

**Design.** This study employed a quantitative-correlational design through a survey questionnaire to assess the principals' leadership skills and attitude towards teaching among public elementary school teachers in Sibulan District, Negros Oriental.

**Environment.** The Municipality of Sibulan is a second-class municipality in the province of Negros Oriental in Central Visayas, Philippines, that has a population of 59,455 people, according to the 2015 census.

Sibulan is known to have the Dumaguete airport and a natural park; Balinsasayao Twin Lake comprises Lake Balisayao and Lake Danao. Estimated with 1,047 meters (3,435 ft) above sea level on Mount Talinis.

Agan-an and Cangmating are two small Marine Protected Areas (MPAs) established to improve local fishery's sustainability prohibited swimming, diving, and fishing. Has six coastal barangay from north to south are Ajong, Looc, Poblacion, Cangmating, Maslog, Agan-an, and Boloc-boloc. A fast-growing guest house near the beach from Cangmating Southward to Dumaguete, along with coral reefs in Long attracting diver boat.

**Respondents.** Out of the 166 sample size, only 51 teachers responded from the 18 public elementary schools in Sibulan District, Negros Oriental, with a total of 293 teachers. Hence, there was a margin of error of +/- 12.5% at a 95% confidence interval.

**Instrumentation.** This study employed three research instruments to determine the principals' leadership skills based on Moore and Rudd (2004). It has 34 indicators for administrative skills, 10 for technical skills, 12 for conceptual skills, and 16 for interpersonal skills.

The following parameters were used in data analysis and interpretation.

| Weight | Parameters | Response Category | Interpretation    |
|--------|------------|-------------------|-------------------|
| 1      | 1.00-1.74  | Strongly Disagree | Needs Improvement |
| 2      | 1.75-2.49  | Disagree          | Satisfactory      |
| 3      | 2.50-3.24  | Agree             | Very Satisfactory |
| 4      | 3.25-4.00  | Strongly Agree    | Excellent         |

The third tool determined the teachers' attitude towards teaching. These support Dennis Kear, Gear Coffman, Michael McKenna, and Anthony Ambrosio (2000). It has 20 indicators which are answerable by strongly agree (4), agree (3), Disagree (2), and Strongly Disagree (1).

The following parameters were used in data analysis and interpretation.

| Weight | Parameters | Response Category | Interpretation |
|--------|------------|-------------------|----------------|
| 1      | 1.00-1.74  | Strongly Disagree | Poor           |
| 2      | 1.75-2.49  | Disagree          | Fair           |
| 3      | 2.50-3.24  | Agree             | Good           |
| 4      | 3.25-4.00  | Strongly Agree    | Very Good      |

**Data Gathering Procedure.** The following steps observe during the data gathering and processing. The researcher asked permission from the Schools Division Superintendent for the approval of this study to be conducted in Public Elementary Schools in Sibulan District, Negros Oriental. The school heads were designated to facilitate the data gathering.

The researcher sought the principals, teachers, and designated guidance counselors to ensure the target respondents' maximum participation.

**Treatment of Data.** The following data statistical tools were employed, such as frequencies, percentages, weighted mean, Spearman's Rank Correlation Test.

## RESULTS AND DISCUSSION

### I. Level of Leadership Skills of the Principals as Perceived by the Teachers

Results revealed that the principals' leadership skills as perceived by the respondent-teachers was rated excellent with an overall composite

mean of 3.78. Looking at the different dimensions of the leadership skills, all were rated as excellent topped by conceptual skills (3.79). This was followed by administrative skills (3.78), interpersonal skills (3.78), and technical skills (3.77). This further implies that the principals possess the ideal skills required to manage and govern the Public Elementary Schools in Sibulan District, Negros Oriental. The principals are able to master the skills in conducting meetings, conference, monitoring and clinical supervision with the teachers. These school heads also possess the competence in technicalities for efficient execution of programs and activities in their schools. The conceptual and interpersonal skills contributed to their successful planning as well as the execution of these plans with utmost cooperation with teachers and external stakeholders.

Functional leadership theory is a particularly useful theory for addressing specific principal behaviors expected to contribute to school effectiveness. This theory argues that the principal's main job is to see that whatever is necessary to group needs is taken care of; thus, a principal's can be said to have done their job well when they have contributed to school effectiveness and teacher's cohesion. While functional leadership theory has most often been applied to team leadership, it has also been effectively applied to school leadership as well. In summarizing literature on functional leadership, observed five broad functions a leader provides when promoting unit effectiveness. These functions include: (1) environmental monitoring, (2) organizing subordinate activities, (3) teaching and coaching subordinates, (4) motivating others, and (5) intervening actively in the group's work.

## **II. Attitudes towards Teaching as Perceived by the Teachers**

Results revealed that the teachers have a very good attitude towards their teaching with an overall composite mean of 3.69. Specifically, the teachers have very good attitude towards their teaching as evidenced by their: Teaching practice is very good experience and should be allowed to continue have a weighted mean of 3.71, Teaching practice is a fun and should be extended to 6 months (3.55), they have never been absent from their school location since they was posted have a weighted mean of 3.75, they are always regular in reporting to school (3.69), they are always there at their school location whether have period to teach or not (3.61), they like to teach their lesson than watching the regular teacher use their period (3.73), they prefer being supervised by their lecturers (3.63), they

have mutual understanding with their students and the school authority (3.75), they teach all their lessons with instructional materials (3.76), they are prompt in reporting to school activities (3.67), they are diligent in their teaching duty (3.78), they are present in school activities (3.59), they report to school ahead of schedule (3.69), they find a way to improve their teaching and school related activities (3.73), they mating good relationship with teachers and students (3.78), they are obedient/respectful to school authority (3.71), they possess the readiness to take instruction/corrections (3.75), they observe decency in dressing (3.76), and they try their best to excel in their teaching (3.63).

This further implies that the teachers of schools in Sibulan District, Negros Oriental have positive attitude towards their teaching. Their very good attitude indicates that they are satisfied with their work environment and their day to day tasks along with the challenges that they encounter. Teaching is an ever changing and growing profession. According to Fr. Tabora, "there is a need to re-invent teacher preparation and professional development, organization of teacher education and professional development programs are standards for students". Teachers are researchers. Teachers are mentors of many skills. They are expected to perform expected tasks in schools related to teaching, research and community extension activities (Tulio, 2008).

Progressivists acknowledge the social order which comprises a vast variety of conflicting forces. In the interaction process, these conflicting forces tend to offset each other and to settle down in a sort of a balanced state which he calls *status quo*. Those who are benefited by the *status quo* would likely be resistant to any major disturbances that would require a new over-all "frame of reference". Unfortunately, according to Brubacher, the traditional school has been pre-occupied with the "spoils of antiquity" and became, by necessity, the defender of the status quo until the First World War. By then, the school had intentionally drawn its curriculum from the hustle and bustle of contemporary social life. Here, finally, the line is drawn clearly between the traditionalists who defended the status quo and the progressivists who insisted that "education must be the source of new ideas, of a social program that is constantly undergoing reconstruction (Tulio, 2008)."

Teaching as an act is interpreted to suggest that it is the most essential act that instructors perform outside of the classroom, such as attending seminars, meetings, and talking with parents. It's the same as arguing

that there are things that instructors do as part of their job, but not when they're teaching. 4. Teaching is a method or collection of behaviors used to encourage students to study and eventually succeed in their studies. This concept emphasizes the importance of preparation for teaching, the teaching process, and the achievement component, implying that teaching is a planned process that does not happen by accident (Acero et al., 2007). A positive or negative judgment of people, objects, events, activities, ideas, or just about anything in your surroundings can be classified as an attitude; however, precise definitions are debatable. Define an attitude as "a psychological inclination manifested by favoring or disfavoring a certain entity in some way." Though affect (i.e., discrete emotions or overall arousal) is occasionally confused with attitude as a measure of favorability, affect (i.e., discrete emotions or overall arousal) is usually considered separate from attitude as a measure of favorability.

### **III. Correlation between principal's leadership skills and teachers' attitude towards teaching.**

Table 1 presents the Spearman's rank correlation between the principals' leadership skills as perceived by the teachers and their attitude towards teaching.

Table 1. Spearman's Rank Correlation results Between Principals' Leadership Skills and Teachers' Attitude towards teaching

| Variables                                                                      | Spearman's Rank Test Value | P-value |
|--------------------------------------------------------------------------------|----------------------------|---------|
| Principal's Level of Leadership Skills and Teachers' Attitude towards Teaching | 0.865                      | 0.000   |

Due to nonnormality of the variables, a Spearman's rank test was executed to determine the correlation between the principals' leadership skills as perceived by the teachers and their attitude towards teaching. Results revealed that there is a significant correlation between the variables ( $r_s = 0.865, p = 0.000$ ). This means that teachers' attitude towards teaching has something to do with their perception on the leadership skills of their principals. It further implies that when the principals' leadership skills is excellent, the teachers' attitude towards teaching is more likely good.

The leadership skills of principals reflect the reality that it is the constituents who accept or reject the leader. Regardless of what the principal

does, the effectiveness of school leadership depends on the actions of the teachers and the followers of the principal. This is an important dimension that most leadership theories have overlooked. Principals have to be ready to address the challenges using their leadership skills. Leadership, according to John Maxwell (2007), "leadership as influence. It's simple, effective, and precise." In *The 21 Irrefutable Laws of Leadership*, Maxwell says, "True leadership cannot be awarded, appointed, or assigned. It comes only from influence, and that can't be mandated. It must be earned. The only thing a title can buy is a little time – either to increase your level of influence with others or to erase it." This requires leadership skills which are appropriate to particular situation, need or challenge.

Teachers play a very significant role for successful instructional delivery in a learning institution. They need to be competent enough to perform their functions in order to achieve their instructional goals. They are at the forefront in carrying out the goals and objectives of the basic education. Their performance would determine to a large extent the quality of pupils they produce. Teachers are tasked not only to prepare professionally their learners but to be able to deliver quality teaching in the process. The teachers of Public Elementary Schools in Sibulan District, Negros Oriental have very high attitude in doing their teaching tasks. Whatever the levels of their leadership skills the principals have, it is imperative that they need to reinforce each domain so that they can effectively execute their functions as chief execution in their school amidst the challenges and concerns.

## **CONCLUSIONS**

Based on the findings, the following are the conclusions: The public teachers of the elementary schools in Sibulan District, Negros Oriental perceived their principals to have excellent leadership skills in terms of administrative skills, technical skills, conceptual skills, and interpersonal skills. Moreover, they perceived themselves to have a very good level of attitude towards teaching. Furthermore, the teachers' perception on the principals' leadership skills is significantly correlated with their attitude towards teaching.

## RECOMMENDATIONS

Based on the findings and conclusions, the following are the recommendations:

1. Principals should attend seminars to sustain their leadership skills specifically their administrative skills, technical skills, conceptual skills and interpersonal skills.
2. Teachers should be sent for trainings and seminars that will sustain their attitude so that they will become effective in their teaching.
3. The Department of education Division of Negros Oriental should conduct regular assessment on principals' leadership skills and attitude of the teachers' so the results of the assessment be used for division wide training development.
4. Results of the periodic assessments be used as inputs for designing future trainings and seminars.
5. Principals should initiate teacher activities that will boost teachers' morale and to reignite their attitude and excitement in teaching.
6. The following topics are recommended for future research undertakings:
  - 6.1 motivation and attitude of public elementary school teachers;
  - 6.2 attitude toward professional growth and development in relation to among the principals;
  - 6.3 leadership and motivation as predictors of principals' performance;
  - 6.4 motivation and competence of newly appointed school principals; and
  - 6.5 personality traits and leadership skills as predictors of performance of school principals.

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