

Research Article

Influence of School Principal's Attributes and 21st-Century Leadership Skills on Teachers' Performance

Gerly B. De Castro¹, Edward C. Jimenez²

¹ Department of Education, Valenzuela City, Philippines.

² La Consolacion University Philippines, Malolos City, Bulacan, Philippines.

Article History

Received:

02.07.2022

Revised:

22.07.2022

Accepted:

01.08.2022

***Corresponding Author:**

Gerly B. De Castro

Email:

edward.jimenez@email.lcup.edu.ph

This is an open access article,
licensed under: [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/)



Abstract: This study aimed to determine the influence of school principals' attributes and 21st Century Leadership skills on teachers' performance. The study is as follows. The teachers in the northern part of the National Capital Region are female, teacher I position, have rendered 5 – 14 years of service, and pursued higher studies after college. The teacher's attribute that influences the teacher's job performance is openness. The School Head always comes up with new ideas. They have an active imagination; creative is a deep thinker and values artistic experiences. He is dependable, organized, and persevering, which means they will accomplish their professional goals. The 21st Century Leadership Skills of the school principal that dominantly influence the teacher's job performance is the communication skills. The school head is approachable, gives clear and accurate information and instructions both in oral and written communication, discusses issues and feedback in school, listens to and appreciates teachers' ideas and suggestions, and communicates with his/her staff regularly. The teachers' performance is very satisfactory as perceived by their school heads during 2019 – 2020. There is a significant difference in the attributes, 21st-century leadership skills of school heads and teachers, job performance when grouped according to schools division office, and years in service. Significant relationships exist between the principals' attributes, 21st-century leadership skills, and teachers' job performance. Personal attributes and 21st-century leadership skills of the school principals significantly influence the teachers' job performance.

Keywords: Leadership Skills, Personal Attributes, School Principal, Teachers' Performance.



1. Introduction

The principal is believed to be a team leader in assuring that staff is strongly dedicated to understanding the school's goals [1]. According to Mestry [2], principals in the 21st century have to execute multi-faceted roles to achieve the targeted goals that the schools have expected. As leaders, they drive the school's vision and focus on organizational development and school improvement. Principals can lead school improvement by building supportive, believing relationships with teachers [3].

The principal must possess the skills and abilities to transform the school into a high-performing organization focused on improving teaching and learning outcomes. Furthermore, the principal needs to be fair and consistent in his judgment, whatever the case. His judgment must be credible and reliable. A principal should be a good listener, irrespective of how unpalatable the circumstance might be. According to Goolamally and Ahmad [4], the principal must own a wonderful character to be excellent.

Teachers as partners in progress are expected to complement the efforts of the principals through effective teaching and learning in the classroom. They are expected to impart knowledge. Since teachers are the most significant determinants of quality in any educational system, they must be of good conduct. The practical job performance of teachers, which may be aroused by internal satisfaction, can be propelled by the attitude and encouragement of the school principal. The principal plays a vital role in not too good teachers who need some support and little guidance. Therefore, the influence of principals' attitudes and skills on teachers' job performance cannot be overemphasized.

This study aims to determine the significant influence of the school principal's attributes and 21st-century leadership skills on teachers' performance. The principal can influence activities in the school because the principal is the pivot of reforms and changes within the school. This idea can only happen when the principal has a positive attitude towards his job and the teachers.

This study also ascertains the school head's attributes and leadership skills that influence teachers' performance. There are specific characteristics of a highly effective principal that some people do not possess. Besides the obvious professional requirements needed to become a principal, there are several traits that good principals have, allowing them to do their job successfully.

2. Literature Review

As a leader, the principal is saddled with the responsibility of harmonizing the activities of teachers, students, and the non-teaching staff to improve the learning situation and actualize the school's goals. The type of leadership exhibited by a principal is a function of a principal's training and attitude to work, which positively or negatively affect how the teachers perform their duties. Technical knowledge and digital competence [5] also help prepare an institution for the fast-paced changes in 21st-century learning. Generally, teachers expect principals to be knowledgeable about all aspects of the school system, so they look up to them to provide the necessary impetus for the adequate performance of their jobs. Studies show that good leaders provide for their constituents by planning for appropriate professional development schemes [6] [7], developing their professional skills and work ethics [8], and mental and physical well-being like sufficient sleep or religious task [9]. In addition, such professional conduct and attribute by the teachers will evade any forms of inappropriate behavior like bullying from students [10] [11]. It is essential for a leader, especially school heads, to understand and recognize the mentality, stress, emotions, work attitudes, as well as the performance of their teachers [12] [13]. In this manner, a harmonious working environment and climate may ensue [14] and organizational satisfaction [15].

According to Bhujel [1], principals effectively influence students' behavior and academic outcomes. Other than teachers and staff, they are the school's guidelines, role models, directors of educational institutions, and managers of the workforce in a school. Implementing policies and programs about child protection [16] is also essential for the school to observe and, more importantly, for the school head. The school principal is the torchbearer of the values and activities of his/her institution. In every school system, the interaction between the principal and the teachers adopt or contributes a lot to developing their schools' atmosphere or climate to maintain the school's educational ethics, values, and norms. Therefore, their adversity and emotional intelligence should be in check and appropriate [17]. This learning environment affects the individuals living and working in the background, which affects their performance and fulfillment in their professions. It is also concerned with the students' future.

3. Methodology

3.1. Research Design

This study utilized the descriptive survey and correlation type of research. It was concerned with the description of the present situation, current practices, characteristics of groups of individuals, and their behavioral patterns, attitudes, and opinions [18]. Specifically, this study assessed the influence of school heads' attributes and 21st-century leadership skills on teachers' performance. The direction of the impact of the independent variables on the dependent variable was described using this approach.

3.2. Respondents

The respondents of this study were the elementary teachers at public schools in the northern part of the NCR under the North Quadrant of the Metro Manila Development Authority (MMDA). In determining the sample size, Slovin's formula was applied.

Table 1. Respondents of the Study

Schools Division Office	No. of Teachers	Teacher - Respondents
Quezon City	6 055	347
Caloocan City	4 129	332
Valenzuela City	2 192	297
City of San Juan	275	132
Mandaluyong City	812	270
Region Total	13 463	1 378

The data in Table 1 shows that 1,378 teacher-respondents were included in the study. The 1,378 teacher-respondents came from the Northern part of the National Capital Region.

3.3. Research Instrument

This study utilized and adopted the Big Five Inventory developed by John et al. [19]. There were 44 items of measurement. It assessed how the respondents position themselves relative to a list of statements and better understand the differences between individuals on five principal personality dimensions. The respondents were required to rate their degree of agreement in the questionnaires regarding their personality traits. Initial pilot test results showed excellent internal reliability for each of the subscales. However, the validity test extracted only four factors of the Big Five Inventory, with factor loadings ranging from 0.673 to 0.803. The four factors were extraversion, conscientiousness, neuroticism, and openness to experience. The reliability coefficients for all the extracted factors were above 0.7. Thus, the validated measures of the Big Five Inventory were deemed consistent and reliable throughout the study. At the same time, the second part dealt with the 21st Century leadership skills and how the respondent perceived their school principal regarding five different leadership skills.

The researcher also adopted the questionnaire of Petrides [20] TEIQue for emotional intelligence skills. The TEIQue questionnaire served a dual purpose: firstly, to help contextualize the background of participants; and secondly, to assess each participant's EI. The EIQue version is a self-evaluation instrument that covers the facets of trait EI. The coding was on a Likert scale, enabling researchers to investigate and analyze responses using descriptive statistics. When the TEIQue was tested on 1,721 respondents, the Cronbach's alpha coefficient for global trait EI was 0.88. During this research, the global trait EI Cronbach's alpha coefficient was measured at 0.882 for the whole sample and 0.884 for each school when both schools were taken separately. These Cronbach's alpha coefficients helped demonstrate the overall reliability of test scores [21]. Meanwhile, the Survey of Factors Affecting Teachers Teaching with Technology SFA-T3 by Papanastasiou and Angeli [22] extracted the ICT integration skills of the SHs. The construct validity evidence was also determined based on a factor analysis that created ten easily interpretable factors. Visionary leadership was measured using the adapted measure of Dhammika [23]. This instrument assesses vision and articulation. The instrument has ten items for vision and articulation. These items are scaled from strongly agree (4) to disagree (1) strongly. The reliability coefficient (Cronbach's Alpha) was .76, and constructed validity was held ($\chi^2=124.01$, $df.=2$, $RMSEA=0.07$ [23]).

A self-developed instrument by Manafa [24] for the communication skills questionnaire was adopted. The instrument was tested with the help of ten principals and ten vice-principals from Imo State. This result yielded a reliability coefficient of 0.81 using the Cronbach Alfa formula. The third part was about the respondents' level of performance on the RPMS SY 2019 – 2020. The Results-based Performance Management System. is being implemented in consonance with the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS). RPMS is a systemic mechanism to manage, monitor, and measure performance. It identifies human resource and organizational development needs to enable continuous work improvement and individual growth.

3.4. Statistical Analysis

The data collection will be tabulated and processed using Statistical Packages for Social Sciences (SPSS) version 23. The following statistical measures were used to analyze and interpret the data gathered. The assessment of the influence of school heads' attributes and 21st-century leadership skills on the teachers' performance was quantified using frequency count and weighted mean using a 4-point Likert Scale. The teachers' performance was quantified based on the RPMS – point rating scale from 2019 to 2020. The influence of the school head's attributes and 21st-century leadership skills on teachers' performance was quantified using correlation and regression analysis.

4. Results and Discussion

In order to attain the research objectives of the study, the researchers used descriptive and inferential statistics to obtain the answers to the research questions. The succeeding tables revealed the results of the study.

Table 1 shows that more respondents participated in the survey from the SDO of Quezon City. However, the City of San Juan SDO has the least teacher-respondents. The SDO of Caloocan City closely followed, then the SDOs of Valenzuela City and the Division of Mandaluyong City. In terms of gender, most of the teacher-respondents were female. The remaining were male teacher-respondents. For the teacher respondents' position, more teacher-respondents belonged to the Teacher 1 position.

Table 1. Respondents' Demographic Profile

Profile	Frequency (N)	Percentage (%)
Division Office		
Quezon City	347	25.18
Caloocan City	332	24.10
Valenzuela City	297	21.55
City of San Juan	132	9.58
Mandaluyong City	270	19.59
Gender		
Male	166	12
Female	1,212	88
Position		
Teacher 1	610	44.3
Teacher 2	291	21.1
Teacher 3	345	25.0
Master Teacher 1	81	5.9
Master Teacher 2	35	2.5
Others	16	1.2
Educational Attainment		
Bachelor in Elementary Education	832	60.4
Bachelor in Secondary Education	226	16.4
Master's Degree (CAR)	27	2.0
Master's Degree Graduate	14	1.0
PhD/ EdD (CAR)	46	3.3
PhD/ EdD Graduate		
Others		
Years in Service		

Less than one year	39	8
2-4 years	140	10.2
5-9 years	251	18.2
10-14 years	221	16.0
15-19 years	206	14.9
20-24 years	147	10.7
25-29 years	172	12.5
30 years above	202	14.7
Total	1378	100

On the other hand, only a few occupied other/different positions. Regarding the teachers' educational attainment, there is more Bachelor in Elementary Education graduates. The Ph.D./EdD graduates garnered the least respondents. Lastly, we can also deduct from the table that respondents with 5 – 9 years in service got the most responses. However, teachers with less than one year of service got a minor frequency.

Table 2 revealed the weighted mean results of the five different personal attributes of the principals. Based on the teachers, it can be gleaned that the principals' openness got the highest weighted means score with 3.36. This result translates to a "strongly agree" interpretation on the Likert scale.

Table 2. Principal's Attributes

Personal Attributes	Weighted Mean (WM)	Interpretation
1) Extraversion	3.13	Agree
2) Conscientiousness	3.26	Strongly Agree
3) Agreeableness	3.13	Agree
4) Openness	3.36	Strongly Agree
5) Neuroticism	2.84	Agree
Overall Weighted Mean	3.14	Agree

On the other hand, the neuroticism of the school principals got the lowest weighted means score with 2.84. This result is interpreted as "agree" on the Likert scale. The other attributes, which include conscientiousness, garnered a weighted mean result of 3.26, which has an equivalent Likert scale interpretation of 'strongly agree'; extraversion and agreeableness both got the same weighted mean score of 3.13 also got a Likert scale equivalent to "agree." The overall weighted mean result was 3.14 which is interpreted as "agree" in the Likert scale. This result only shows that the school principals show definite and appropriate personal attributes that the teacher-respondents appreciate and help them with their job.

Table 3 indicates the weighted mean results of the principals' 21st-century leadership skills. As seen from the table, the communication skills of the principals got the highest weighted mean, generating a score of 3.53. This result is equivalent to a Likert scale interpretation of "strongly agree." However, the 21st-century leadership skills that garnered the lowest weighted mean score were visionary and emotional intelligence with 3.39. This score is translated to a Likert scale interpretation of "strongly agree." Other 21st-century leadership skills results include ICT integration with a weighted mean score of 3.47. Based on the development, it is safe to assume that the teacher-respondents were positive and observed the principals' four 21st-century leadership skills in their respective schools.

Table 3. Principal's 21st Century Leadership Skills

21st Century Leadership Skills	Weighted Mean (WM)	Interpretation
1) Visionary	3.39	Strongly Agree
2) Emotional Intelligence	3.39	Strongly Agree
3) Communication	3.53	Strongly Agree
4) ICT Integration	3.47	Strongly Agree
Overall Weighted Mean	3.44	Strongly Agree

Table 4 presents the teacher respondents' job performance results based on the RPMS for 2019-2020. It can be deduced from the table that the respondents have a general weighted mean score of 4.17, which can be interpreted as "very satisfactory" on the Likert scale. The development of the survey among teachers for their job performance only means that they achieved an acceptable high standard of job performance.

Table 4. Teachers' Performance Result based on RPMS of SY 2019-2020

Performance	Weighted Mean (WM)	Interpretation
RPMS Evaluation Result	4.17	Very Satisfactory

To test the significant differences in the principals' attributes, 21st-century leadership skills, and teachers' job performance, an independent sample *t*-test was performed. The summary of the test is presented in Table 5. A significant difference was found in the teachers' job performance when grouped according to gender. The result shows that the male teachers got a higher job performance than the female teachers since the obtained *t*-value was 2.874 with a corresponding *p*-value of .004.

The Analysis of Variance (ANOVA) result provided substantial evidence to support that there are significant differences when grouped according to their division offices. Based on the table, the personal quality of the principals generated an *F*-value of 10.104, corresponding to a probability value of .000. Similarly, for the 21st-century leadership skills of the principals, and *F*-value of 10.776 was produced with a corresponding probability value of .000. Finally, for the teachers' job performance, an *F*-value result of 14.521 was yielded, which corresponds to a probability value of .0000 also. Consequently, all the probability values are below the alpha significance level of .05. It is safe to assume that there were significant differences in the principals' attributes, 21st-century leadership skills, and job performance among teachers. The teachers' job performance also produced an *F*-value result of 25.475, which has a corresponding probability value of .000.

Table 5. Significant Differences in the Principals' Attributes, 21st Century Leadership Skills, and Teachers' Job Performance

Profile	Personal Attributes	21st Century Leadership Skills	Teachers' Job Performance
Gender	0.401 (.688)	1.068 (.286)	2.874* (.004)
Division Office	10.104* (.000)	10.776* (.000)	14.521* (.000)
Position	0.714 (.613)	1.042 (.391)	25.475* (.000)
Educational Attainment	1.747 (.107)	0.765 (.598)	10.851* (.000)
Years in Service	0.960 (.459)	1.449 (.182)	3.529* (.001)

Note: **p* < .05

Based on the computed data presented, the teachers' job performance was also a significant result when grouped according to educational attainment. Since the study produced an *F*-value of 10.851, this result corresponds to a probability value of .000, which is significant at a .05 alpha level of significance.

Lastly, the study found that the teachers' job performance produced evidence for significant differences in the teachers' responses when grouped according to years in service. The study yielded an *F*-value of 3.529, corresponding to a probability value of .001 significant to the .05 alpha significance level set by the survey. Thus, with this result, the study rejects the null hypothesis.

Table 6. Significant Relationships between the Principals' Attributes and, 21st Century Leadership Skills, and Teachers' Job Performance

Variables		Personal Attributes	21 st Century Leadership Skills	Interpretation
Job Performance	Pearson Correlation	.129*	.151*	Reject Ho
	Sig. (2-tailed)	.000	.000	
	N	1378	1378	

The study performed a Pearson-r moment of correlation to determine any underlying association between the principals' attributes and 21st-century leadership skills and the teachers' job performance. Table 6 above presents the results of the correlation analysis and reveals that the principals' attributes and 21st-century leadership skills correlated positively and significantly to the teachers' job performance.

This result was shown by the coefficients of .129 and .151, respectively. Both coefficients have an associated probability of .000, less than the alpha significance level set at .05. The findings indicate that, in general, the higher the personal attributes and 21st-century leadership skills, the higher the teachers' job performance. Conversely, the lower the principals' unique attributes and 21st-century leadership skills, the lower the teachers' job performance.

The data were subjected to regression analysis to determine the extent of the principals' attributes and 21st-century learning skills to the teachers' job performance. This analysis is summarized in Table 7.

The regression analysis revealed that the 21st-century leadership skills of the principals recorded B coefficients with a corresponding probability value lower than the alpha significance level set at .05. This result means that 21st-century leadership skills strongly influence teachers' job performance. A closer look at the obtained B coefficients could deduce that an increase in the 21st-century leadership skills could generate a .149 increase in the teachers' job performance for every unit.

Table 7. Regression Analysis on the Influence of Principals' Attributes, and 21st Century Leadership Skills, and Teachers' Job Performance

	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
	B	Std. Error	Beta		
(Constant)	3.611	.122		29.721	.000
Personal Attributes	.015	.069	.010	.214	.831
21 st Century Leadership Skills	.149	.050	.143	2.960*	.003

Note: **p* < .05

Table 8. Regression Analysis on the Influence of Principals' Attributes, and Leadership Skills on Teachers' Job Performance

	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
	B	Std. Error	Beta		
(Constant)	3.540	.128		27.635	.000
Extraversion	.021	.047	.017	.455	.649
Conscientiousness	-.013	.055	-.011	-.232	.816
Agreeableness	-.020	.051	-.017	-.394	.694
Openness	-.022	.049	-.022	-.455	.657
Neuroticism	.040	.044	.031	.922	.357
Visionary	.038	.056	.039	.679	.498
Intellectual Intelligence	.002	.049	.003	.049	.961
Communication	.152	.053	.155	2.895	.004*
ICT Integration	-.068	.059	-.074	-1.151	.250

Note: **p* < .05

The principals' attributes correlated positively with the teachers' job performance, but not significantly. This result means that the said variable also accounts for the teachers' job performance. In general, the principals' attributes and the rest of the principals' 21st-century leadership skills also correlated positively and negatively with the teachers' job performance, but not significantly. This result means that the said variable also accounts for the teachers' job performance. Table 8 indicates that the principals' attributes, and 21st-century leadership skills, formed a very significant set of influences on the teachers' job performance.

This study investigated the influence of the school principals' attributes and 21st Century Leadership skills on teachers' job performance. Many school principals are incognizant of their attitudes and skills that influence their teachers' performance. This concept is vital because perspective underpins their decisions and actions and thus affects the members of school organizations [25]. A study by Asio and Riego de Dios [26] [27] revealed students' perspectives of what makes an educator well qualified and their 21st-century attributes and skills. These concepts somehow reflect how a good leader/ principal manages his/ her constituents.

There are many groups of people that principals deal with daily, including their superintendent, teachers, support staff, parents, students, and community members. Every group requires a different approach, and individuals within a group are unique. People come into his office with various emotions, including happiness, sadness, and anger. As a school principal, he has to be able to deal with each of those situations effectively. According to Sexton and Orchard [28], managing conflict is essential. Before the turn of the century, it was accepted that a certain amount of competition was inevitable. The quality of school leaders and managers is one of the fundamental factors significantly influencing the quality of teaching and learning processes at each level of the education system [29].

A significant difference was found in the teachers' job performance when grouped according to gender. The study's findings are relatively contradicted by the survey conducted by Mocheche et al. [30] on the Influence of Gender on the Job Satisfaction of Secondary School teachers in Kenya. On the other hand, the study findings by Guramatunhu-Mudiwa and Bolt [31] showed that the gender and role of the respondents were significant in the significant dimensions of school leadership. We can also deduce that substantial evidence supports the general idea that there are significant differences in the personal attributes and 21st-century leadership skills of principals and the teachers' job performance. This finding is strongly supported by Fitria et al. [32]. Their study showed a direct positive effect of leadership on teacher performance.

The analysis of variance (ANOVA) also showed that the teachers' job performance was the only variable that produced a significant result. The findings are strongly disclaimed by Angelle and Dehart [33], in their studies on the Teacher Perceptions of Teacher Leadership: Examining Differences by Experience, Degree, and Position, indicated that significant differences between elementary school teachers and middle/high school teachers, teachers with a bachelor's degree and teachers with graduate degrees, and formal teacher leaders and teachers in no leadership position

The teachers' job performance also yielded a significant result. There was a substantial difference in the teachers' job performance when grouped according to educational attainment. These findings are incompatible with the study of Baker and Cooper [34] that a preponderance of evidence from the economic and education policy literature indicates that teachers with stronger academic backgrounds produce better student outcomes. That school principals with specific attributes are likely to favor teachers with similar characteristics to their own. School administrators who attended more selective universities are more or less likely to hire teachers who attended more selective undergraduate institutions.

It was found that the teachers' job performance produced evidence for significant differences in the teachers' responses when grouped according to years in service. This finding is vehemently opposed by Baptiste [35], wherein the study indicated the impact of a principal's leadership on a teacher's decision to remain in a position and a significant number of teachers who do not feel an overall sense of job satisfaction. In addition, in the study conducted by Hong [36], with the increasing concern about the high attrition rate among beginning teachers, the school head must better understand why teachers leave the profession.

The study also performed a Pearson-r moment of correlation to determine any underlying association between the principals' attributes and 21st-century leadership skills and the teachers' job performance. The correlation analysis results revealed that principals' attributes and 21st-century leadership skills correlated positively and significantly to the teachers' job performance. The result is

supported by the study of Ali et al. [37]. There is a positive relationship between the principal's personality characteristics and performance dimensions. Moreover, it is also supported by the study of Kartini et al. [38] that there is a significant influence between the principal's leadership and the teachers' performance.

According to Dogaru and Neacsu [39], the school principal is the most influential person. So, it is essential to determine the complete characteristics of an effective school principal from an effective school called —a successful school. The principal's impact is significant due to their actions to hire teachers, create school-wide conditions that support student learning, and directly influence teacher effectiveness [40] (Cullen et al., 2018).

The data were also subjected to regression analysis to determine the extent of the principals' attributes and 21st-century learning skills to the teachers' job performance. The regression analysis revealed that the 21st-century leadership skills of the principals strongly influence the job performance of teachers. Nyongesa's [41] study indicates that the school head's leadership traits influence academic performance to a great extent. The school head is the chief instructor, coordinator, and motivator of both teachers and pupils. The study recommended that the school management formulate capacity-building programs to empower the school head and teachers' leadership skills. Considering the above result, Kaso et al. [42] remarked on a significant solid influence of a principal's leadership on teacher performance.

On the other hand, according to Balyer [43] (2017), principals' behaviors considerably impact teachers' commitment to change their routines. Teachers maintain that principal's attributes and create a peaceful atmosphere in the school. The leader should treat the staff respectfully and establish trust that ensures that suggestions and ideas are valued. Teachers believe that principals should be patient, tolerant, and understanding to maintain trust.

Another regression analysis revealed that a school principal with communication skills that fall under 21st-century leadership strongly influences the teachers' job performance. The results collaborate with Agustina et al. [44] findings that school leadership significantly influences teachers' work productivity. The same is said with leadership skills on the teachers' job satisfaction. Price [45] opined that principals' attitudes create an atmosphere for learning that influences teachers' effectiveness. It is assumed that the personal attributes and 21st Century leadership skills significantly influence teachers' job performance.

5. Conclusion

Based on the following results, the researcher concluded the following: (1) the respondents were English majors, belonged to the 15-20 years old age bracket, were female in the majority, and had an average family monthly income of 5,001-10,000 pesos, Roman Catholics, and student-scholars. (2) The respondents agreed they tend to procrastinate with their academic responsibilities. (3) The respondents' academic performance includes the following scores: for general education subjects, 89.34 (very good); for major subjects, 89.76 (very good); and for professional education subjects, 86.10 (good), and grade point average (GPA), 88.58 (very good). (4) Significant differences were found when the respondents' academic procrastination responses were grouped according to the program, scholarship status, and religion. In addition, (5) there is a low negative relationship between academic procrastination and the subject areas of general education subjects and professional education subjects.

There are also several limitations in this study that include (1) the number of respondents in the study, (2) coverage of the study (the study only considered one institution), (3) the statistical analysis, and (4) the variables that played in the study. The researcher highly endorses other researchers to dwell upon these areas and expand further.

Based on these results, the researcher recommends the following (1) for the parents, it is advisable to monitor and guide our children concerning their undertakings, whether at home, at school, or in other extracurricular activities. (2) A flexible class routine of activities for instructors to eliminate the issue. (3) Monitor instructors/ faculty in giving deadlines for assignments, projects, and the like. It should be time-bound, realistic, and achievable based on the students' ability. (4) Provide live, classroom-based activities that will encourage student participation and reduce the burden of assignments and papers works. (5) Constant reminders and updates before, during, and after classroom discussions for the upcoming activities and lessons. (6) Provide seminars for effective classroom management against academic procrastination for instructors and department heads.

Moreover, (7) conduct a more in-depth study about academic procrastination and its implication for the students.

References

- [1] C. Bahadur Bhujel, "The role of principal in improvement of School Performance: A qualitative study in community school of Nepal," *Research Journal of Education*, no. 71, pp. 1–10, 2021.
- [2] R. Mestry, "Empowering principals to lead and manage public schools effectively in the 21st Century," *South African Journal of Education*, vol. 37, no. 1, pp. 1–11, 2017.
- [3] M. Sowell, "It's what principals do: Influencing teachers to support students," *ResearchGate*. [Online]. Available: https://www.researchgate.net/publication/344307802_It's_what_principals_do_Influencing_teachers_to_support_students. [Accessed: 19-Jun-2022].
- [4] N. Goolamally and J. Ahmad, "Attributes of school leaders towards achieving sustainable leadership: A factor analysis," *Journal of Education and Learning*, vol. 3, no. 1, 2014.
- [5] J. M. Asio and S. A. Bayucca, "Spearheading education during the COVID-19 rife: Administrators level of digital competence and schools readiness on distance learning," *Journal of Pedagogical Sociology and Psychology*, vol. 3, no. 1, pp. 19–26, 2021.
- [6] J. M. R. Asio, "Effect of performance review and faculty development to organizational climate," *International Journal of Management, Technology, and Social Sciences*, vol. 5, no. 2, pp. 1–10, 2020.
- [7] J. M. R. Asio and E. C. Jimenez, "Professional Development, organizational climate, supervisory rapport and overall satisfaction of employees: An attitudinal study," *SSRN*, 07-Jul-2020. [Online]. Available: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3624812. [Accessed: 20-Jun-2022].
- [8] J. M. R. Asio, E. E. Riego de Dios, and A. M. E. Lapuz, "Professional skills and work ethics of selected faculty in a local college," *SSRN*, 21-Sep-2019. [Online]. Available: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3452971. [Accessed: 20-Jun-2022].
- [9] J. M. R. Asio and E. C. Jimenez, "Teachers' sleep, religious tasks, and Suicidal thoughts: A preliminary assessment," *International Journal of Multidisciplinary: Applied Business and Education Research*, vol. 2, no. 1, pp. 8–16, 2021.
- [10] J. M. R. Asio, "Students bullying teachers: Understanding and behavior of college students from a higher education institution," *Journal of Pedagogical Research*, vol. 3, no. 2, pp. 11–20, 2019.
- [11] J. M. R. Asio and E. d. Gadia, "Students' perception on instructor bullying in a local college in Zambales, Philippines," *SSRN*, 16-Dec-2019. [Online]. Available: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3495293. [Accessed: 20-Jun-2022].
- [12] E. C. Jimenez, "Emotional quotient, work attitude and teaching performance of Secondary School Teachers," *Journal of Pedagogical Sociology and Psychology*, vol. 2, no. 1, pp. 25–35, 2020.
- [13] E. C. Jimenez, "Adversity and emotional quotients of public elementary school heads amidst the covid-19," *International Journal of Didactical Studies*, vol. 2, no. 2, pp. 101460–101460, 2021.
- [14] J. M. R. Asio, "Effects and relationships of working environment, teamwork, and diversity to organizational satisfaction," *Interdisciplinary Research Review*. [Online]. Available: <https://ph02.tci-thaijo.org/index.php/jtir/article/view/242200>. [Accessed: 20-Jun-2022].
- [15] J. M. R. Asio, "Working Environment, team work, and diversity: Perspectives and relationship to organizational satisfaction," *Global Journal of Business, Economics and Management: Current Issues*, vol. 11, no. 2, pp. 109–118, 2021.
- [16] J. M. R. Asio, S. A. Bayucca, and E. C. Jimenez, "Child protection policy awareness of teachers and responsiveness of the school: Their relationship and implications," *Shanlax International Journal of Education*, vol. 9, no. 1, pp. 1–10, 2020.
- [17] E. C. Jimenez, "Impact of mental health and stress level of teachers to learning resource development," *Shanlax International Journal of Education*, vol. 9, no. 2, pp. 1–11, 2021.
- [18] J. M. R. Asio, "Research designs in the new normal: A brief overview," *Academia Letters*, 2021.

- [19] O. P. John, R. W. Robins, and L. A. Pervin, *Handbook of personality: Theory and research*. New York: Guilford Press, 2010.
- [20] K. V. Petrides, *Technical manual for the Trait Emotional Intelligence Questionnaires*. London: London Psychometric Laboratory, 2009.
- [21] R. Benson, C. Fearon, H. McLaughlin, and S. Garratt, "Investigating trait emotional intelligence among school leaders: Demonstrating a useful self-assessment approach," *School Leadership & Management*, vol. 34, no. 2, pp. 201–222, 2013.
- [22] E. Papanastasiou and C. Angeli, "[PDF] evaluating the use of ICT in education: Psychometric properties of the survey of factors affecting teachers teaching with technology (SFA-T3): Semantic scholar," *Semantic Scholar*. [Online]. Available: <https://www.semanticscholar.org/paper/Evaluating-the-Use-of-ICT-in-Education%3A-Properties-Papanastasiou-Angeli/7adee1317d9d656e1836d01fe5e82061bf4bb547>. [Accessed: 20-Jun-2022].
- [23] K. A. Dhammika, "Visionary leadership and organizational citizenship behavior: An assessment of impact of sectarian difference," *Academia.edu*, 27-Nov-2017. [Online]. Available: https://www.academia.edu/35262411/Visionary_Leadership_and_Organizational_Citizenship_Behavior_An_Assessment_of_Impact_of_Sectarian_Difference. [Accessed: 20-Jun-2022].
- [24] I. F. Manafa, "Communication skills needed by principals for effective management of secondary schools in Anambra State," *ONLINE JOURNAL OF ARTS, MANAGEMENT & SOCIAL SCIENCES*. [Online]. Available: <http://www.gojamss.net/journal/index.php/OJAMSS/article/view/374/373>. [Accessed: 20-Jun-2022].
- [25] Van N. Molly and B. Johan, "Value-based leadership approach: A way for principals to revive the value of values in schools," *Educational Research and Reviews*, vol. 12, no. 3, pp. 133–142, 2017.
- [26] J. M. R. Asio and E. E. Riego de Dios, "The college students perspective on what makes an educator well-qualified," *Journal of Pedagogical Research*, vol. 3, no. 3, pp. 126–138, 2019.
- [27] J. M. R. Asio and E. E. Riego de Dios, "21st century attributes and skills of a teacher in the perspective of college students," *ERIC*. [Online]. Available: <https://files.eric.ed.gov/fulltext/ED594675.pdf>. [Accessed: 20-Jun-2022].
- [28] M. Sexton and C. Orchard, "Understanding Healthcare Professionals' self-efficacy to resolve interprofessional conflict," *Journal of Interprofessional Care*, vol. 30, no. 3, pp. 316–323, 2016.
- [29] M. Bitterová, A. Hašková, and M. PISOŇOVÁ, "School leader's competencies in Management Area," *Procedia - Social and Behavioral Sciences*, vol. 149, pp. 114–118, 2014.
- [30] E. K. Mocheche, J. Bosire, and P. Raburu, "Influence of gender on job satisfaction of secondary school teachers in Kenya," *International Journal of Advanced and Multidisciplinary Social Science*. [Online]. Available: <http://article.sapub.org/10.5923.j.jamss.20170302.02.html>. [Accessed: 20-Jun-2022].
- [31] P. Guramatunhu-Mudiwa and L. L. Bolt, "Does the gender of school personnel influence perceptions of leadership," *School Leadership & Management*, vol. 32, no. 3, pp. 261–277, 2012.
- [32] H. Fitria, M. Mukhtar, and M. Akbar, "The effect of organizational structure and leadership style on teacher performance in private Secondary School," *IJHCM (International Journal of Human Capital Management)*. [Online]. Available: <https://doi.org/10.21009/IJHCM.01.02.12>. [Accessed: 20-Jun-2022].
- [33] P. S. Angelle and C. A. DeHart, "Teacher perceptions of teacher leadership," *NASSP Bulletin*, vol. 95, no. 2, pp. 141–160, 2011.
- [34] B. D. Baker and B. S. Cooper, "Do principals with stronger academic backgrounds hire better teachers? Policy implications for improving high-poverty schools," *Educational Administration Quarterly*, vol. 41, no. 3, pp. 449–479, 2005.
- [35] M. Baptiste, "No teacher left behind: The impact of principal leadership styles on teacher job satisfaction and student success," *ERIC*. [Online]. Available: <https://files.eric.ed.gov/fulltext/EJ1212519.pdf>. [Accessed: 20-Jun-2022].

- [36] J. Y. Hong, "Why do some beginning teachers leave the school, and others stay? Understanding teacher resilience through psychological lenses," *Teachers and Teaching*, vol. 18, no. 4, pp. 417–440, 2012.
- [37] S. S. Ali, A. Azizollah, A. Zaman, A. Zahra, and A. Mohtaram, "Relationship between personality traits and performance among school principals," *ERIC*. [Online]. Available: <https://files.eric.ed.gov/fulltext/EJ1080896.pdf>. [Accessed: 20-Jun-2022].
- [38] D. Kartini, M. Kristiawan, and H. Fitria, "The influence of Principal's leadership, academic supervision, and professional competence toward teachers' performance," *International Journal of Progressive Sciences and Technologies*, 2020. [Online]. Available: <https://ijpsat.ijshs-journals.org/index.php/ijpsat/article/view/1730>. [Accessed: 20-Jun-2022].
- [39] M. Dogaru and I. Neacsu, "The characteristic of innovator school principal as a leader: The case from Romania," *European Scientific Journal*, 2014. [Online]. Available: <https://eujournal.org/index.php/esj/article/download/3146/2943>. [Accessed: 20-Jun-2022].
- [40] J. B. Cullen, S. D. Levitt, E. Robertson, and S. Sadoff, "What can be done to improve struggling high schools?," *Journal of Economic Perspectives*, vol. 27, no. 2, pp. 133–152, 2013.
- [41] K. Nyongesa, "Influence of head teacher's leadership traits on students academic performance: A survey of private primary schools in Nyalı Sub County," *Afribary*, 2021. [Online]. Available: <https://afribary.com/works/influence-of-head-teacher-s-leadership-traits-on-students-academic-performance-a-survey-of-private-primary-schools-in-nyali-sub-county>. [Accessed: 20-Jun-2022].
- [42] N. Kaso, N. Aswar, F. Firman, and D. Ilham, "The relationship between principal leadership and teacher performance with student characteristics based on local culture in senior high schools," *Kontigensi : Jurnal Ilmiah Manajemen*, 2019. [Online]. Available: <https://jurnal.dim-unpas.web.id/index.php/JIMK/article/view/129>. [Accessed: 20-Jun-2022].
- [43] A. Balyer, "Transformational leadership behaviors of school principals: A qualitative research based on teachers' perceptions," *Academia.edu*, 26-Apr-2022. [Online]. Available: https://www.academia.edu/77652918/Transformational_Leadership_Behaviors_of_School_Principals_A_Qualitative_Research_Based_on_Teachers_Perceptions. [Accessed: 20-Jun-2022].
- [44] M. Agustina, M. Kristiawan, and T. Tobari, "The influence of Principal's leadership and school's climate on the work productivity of vocational pharmacy teachers in Indonesia," *International Journal of Educational Review*, vol. 3, no. 1, pp. 63–76, 2020.
- [45] H. E. Price, "Principal–teacher interactions," *Educational Administration Quarterly*, vol. 48, no. 1, pp. 39–85, 2011.