

SCHOOL HEADS' LEADERSHIP BEHAVIOR AS PREDICTOR OF TEACHERS' CLASSROOM MANAGEMENT SKILLS

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ABSTRACT

School heads' leadership behavior plays a vital role in the teachers' classroom management practices. This study determined the relationship between the school heads' leadership behavior and the teachers' classroom management practices. The respondents included one hundred four (104) school heads and three hundred thirteen (313) teachers, chosen through stratified random sampling. The researcher used the Transformational Leadership Behavior Questionnaire to measure the level of Leadership Behavior of the school heads, and the Self-Assessment Classroom Management (SACM) Tool to measure the teachers' classroom management practices. The study used mean, standard deviation, and Multiple Regression Analysis as statistical tools in analyzing the data. Findings revealed that the school heads' leadership behavior and the teachers' classroom management practices were both excellent. School heads' idealized influence, inspirational motivation, and idealized attributes were the predictors of teachers' classroom management practices. School heads need to allocate time where both school heads and teachers can interact and share their beliefs, aspirations, and values in the realization's vision and mission. The annual action plan of the school, with clear outcomes and identified responsible persons, together with the steps on how each action is carried out, is suggested.

Keywords: attributes, classroom management, idealized influence, motivation, transformational leadership behavior

INTRODUCTION

Generating ideas, building a shared vision, power-sharing, gaining credence, and experiencing success are part of the leadership behavior of a principal. The principal's transformational leadership behavior should play a vital role during the critical period of school improvement. The principal must consider three crucial periods for school improvement. Identifying the problems, determining the connection between the issues, and looking for the solutions are the primary concern in the process.

Effective leadership is essential to performance in both organizational and sporting arenas. The authors theorized that follower personality would influence perceptions of leadership, and that perceived effective leadership would be associated with production. Leadership was related to leadership effectiveness and performance. Nature affected perceptions of leadership, and there were connections between perceptions of leadership and performance (Soane, Butler, & Stanton, 2015).

Teachers recognize that a strong relationship with their principals is essential and that needs support from the parents and people in the community. The support they give to their principals, colleagues, students, and community members lead the freedom to ask compelling questions focused on the needs of their communities. They seek support in developing the skills needed in advocating the structured time to co-create literacy projects that enhance and sustain communities. They encourage and nurture each other to be explorers who investigate issues in their communities, and acknowledge that failure can bring out a deeper meaning for themselves and their students. Additionally, as teachers communicate their ideas and instructional choices to community members, these bring full support in achieving the curricular endeavor, thereby raising student's performance (English, 2018).

An article explored the leadership styles of principals of State Islamic Senior High Schools (MAN). Finding revealed that principals are the central figures in Islamic schools. In particular, implementation of leadership styles is described as motivating; intensive communications, incentives, and transparent administrative management; mobilizing: giving opportunities to study for higher degrees, workshops, internet facilities, and rewards; directing: additional teaching hours, scholarships, briefings, and cooperation with other agencies; and evaluating: class visits, personal meetings, encouraging participation, communicating with madrasah committees, collaborating with foreign universities, and conducting research to improve learning. Effective leadership styles increase students' academic attainments (Muwahid, 2018).

Principals who have a high commitment to the job are more likely to have a permanent contract to have overall satisfaction. School heads do matter on the part of the teacher. The school heads which combine teaching with management duties perform significantly less essential tasks than their counterparts. Principal's management style positively ad impact substantially on teachers' behavior at work. The findings supported the topics in improving the educational outcomes in Madagascar and other low-income countries(Gamero-Burón & Lassibille, 2018).

One of the significant tasks among teachers are dealing with behavior accordingly. Teachers can use proactive strategies to promote student engagement and to prevent behavior problems in the teaching-learning process. Results revealed that Positive Greetings at

the Door (PGD) approach produced significant improvements in academic engaged time and reductions in disruptive behavior (Cook et al., 2017).

Interpersonal communication through rapport building facilitates a seamless connection between the teacher and a student. Such practices, with time, motivate and make them confident in handling issues that may arise in the classroom. The result showed a significant relationship between classroom management and metacognition of high school teachers (Pinto, Karthik, & Chattopadhyay, 2016). Effective classroom management serves as the primary responsibility of the classroom teacher with the students accepting the responsibility for their inappropriate behavior. Metacognitive strategies include planning, monitoring, and self-evaluation. The use of appropriate metacognitive strategies helps the teachers solve the teaching-learning problems. Classroom management of teachers in the classrooms determine the standard of the school as well as quality education too (Cyril & Raj, 2017).

Students provided consistent reports that active classroom managers meet students' needs developing student responsibility and engaging students in their learning (Egeberg & Mc Conney, 2018). Secondary school teachers were more focused on achieving educational goals, while aspects of forming a suitable class climate remain less critical. The components of quality classroom management (maintenance of supportive learning climate, trusting students) are present in Slovene classes in a more significant extent in comparison to math classes, particularly at the elementary school level. Secondary school students assessed the clarity of rules, student obligations, and paying attention in a grade higher in math than in Slovene (Kalin, Peklaj, Pečjak, Levpušček, & Zuljan, 2017).

When student feel that there is a sense of respect and belongingness in the classroom, they become more engaged in the class activity. Including students in the construction of policies in the school produce smooth transitions of activities. Teachers who vary the seating arrangement of students that supports active learning become self-regulated teachers. The main limitation of classroom management is the lack of providing sufficiently for the learning needs of gifted pupils. The findings contribute to the discussion on classroom management for the sake of optimal learning (Van, 2016). The teachers' self- efficacy in teaching predicts classroom performance. The results generally supported the conjectures, even when including background covariates into the model to manage for pre-existing differences. Self-efficacy in classroom management influenced emotional exhaustion in classroom management (Dicke et al., 2014).

Classroom management strategies and programs enhanced students' academic, behavioral, social-emotional, and motivational outcomes in primary education. The study showed small but significant effects on all issues, except for motivational outcomes. Programs included four categories of strategies: focusing on the teacher, on student behavior, on students' social-emotional development, and teacher-student relationships. Focusing on the students' social-emotional development appeared to have the most significant contribution to the interventions' effectiveness, in particular on the social-emotional outcomes. Moreover, an experimental result that students' academic outcomes benefited from teacher-focused programs (Korpershoek et al., 2016).

Teachers were efficient managers of their time and their students. When teachers had extensive groups practice, students had more inappropriate tests than when the individual or complementary strategies were employed (Rasmussen et al., 2014).

In Vietnam, encountered many difficulties in managing the classroom in the areas of time management and students' misbehavior (Nguyen, Tran, & Luu, 2016). In-service training of teachers was conducted and found that the training they have attended improved their knowledge

and skills in classroom management. Additionally, the proactive strategies that they believe effective in classroom management also increased significantly after the training (unchanged (Korb, Selzing-Musa, & Skinner-Bonat, 2016).

Leadership and Classroom Management

There is a considerable concern in the capacity of principal in preparing teachers as leaders in instruction. The principal and teacher leaders had a strong agreement in their perceptions on the screening applicant; especially on topics to be taught, knowledge, skills, and values and experiences (Backor & Gordon, 2015). Several factors contribute to the academic performance of the teachers, and teachers' perceptions of their principals' leadership behaviors are one of them. Every progressive country invests extensive resources and a massive budget on teachers' professional development programs that focus on classroom management skills all over the world. In the UK, the teachers' education programs change from the traditional framework merely concentrate on the imparting skills to the issues to more active learning as perceived by the teachers (Munir & Khalil, 2016).

Another study provided an overview of recent research on the effects of a contemporary leadership model (transformational leadership) on teacher-related educational outcomes. It presents a review of international literature on transformational leadership concerning its impact on the following four key issues: teacher job satisfaction, motivation to learn, trust in the leader, and commitment to the organization. Transformational leaders can inspire teachers to achieve more and become more committed to their work and the mission of the organization. Leadership preparation programs must enhance the transformational potential of individuals aspiring to become school leaders. Transformational leadership may be more if combined with other forms of leadership (Eliophotou-Menon & Ioannou, 2016).

A transformative principal acknowledges the need for helping the school improve and becomes a better place for learners (Yang, 2014). School leadership is a significant component of student achievement. The quality of leadership styles is proven to promote change, enhance employee commitment and performance, and improve overall performance and approaches in most fields (Anderson, 2017).

Theoretical Framework

This study anchored on the theory of Leader-Member Exchange (LMX) theory of leadership, an exchange relationship between a leader and a member of an organization, team, or organization. It is a social exchange relationship existing between the leader like school heads and the followers. The excellent employee earns extra rewards from the leader for a job well done. Social change does mean not only the material aspect shift but also in psychological as well. The employees would be expected to show similar behavior as a response to the apparent leader's behavior. Employee organizational citizenship behavior is an essential constituent of the overall practice and is critical to job performance (Graen & Uhl-Bien, 1995).

LMX centers on the nature and quality of the association between a leader and his or her subordinates. A leader should develop as many high-quality relationships as possible. LMX is an essential leadership theory in higher education context because it emphasizes on promoting autonomy and citizenship (Power, 2013).

The theory of planned behavior has emerged as one of the most influential and popular conceptual frameworks for the study of human action and the study of classroom management. Three things guided a person's behavior based on the theory: beliefs of the attributes of the action, feelings of the normative expectations of other people, and ideas about the existence of factors that may further or hinder the performance of the behavior.

Conceptual Framework

A transformational leader transforms the members' thinking that they adopt the idea of the organization as if that was their own. This transformation leads to idealized influence, which refers to the extent to which a leader is encouraging the follower to generate trust and follow the leader. Inspirational motivation characterizes the amount to which a leader presents a vision to inspire followers. Thirdly, intellectual stimulation describes the level to which a leader encourages followers to become innovative. Finally, individual consideration illustrates the extent to which the leaders are mindful about the followers' individual needs (McCleskey, 2014). (McCleskey, 2014).

Transformational leadership comprises of five sub-dimensions. It includes idealized influence attribute, idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration. Influence attribute refers to the impact of a leader on subordinates, self-confidence of leader, and consistency in behaviors; thus, followers try to imitate their leaders, give them respect, and admire them. Idealized influence is related to the leader's practices, self-less acts, and moral considerations for constructing a shared vision about the organization. Inspirational motivation refers to the law of sharing one's imagination, encouraging hard work, and defining vital goals clearly. Intellectual stimulation refers to the leader stimulation of individuals to be able to be creative and excellent by introducing ideas and new solutions to problems. Individualized consideration refers to leader relations and joint individuals' requirements with the organizational purpose by taking particular interest in subordinates' needs of growth and accomplishment (Bass & Avolio, 1994).

In-service training of teachers was conducted and found that the training they have attended improved their knowledge and skills in classroom management. Additionally, the proactive strategies that they believe effective in classroom management also increased significantly after the training (unchanged (Korb, Selzing-Musa, & Skinner-Bonat, 2016). These strategies may include maximizing classroom structure, establishing classroom expectations, managing behavior through effective instructional delivery, engaging students through use of varied instructional strategies, evaluating instruction, optimizing positive interactions, using a continuum of approaches to acknowledge expected behavior, using a continuum of strategies to respond to rule violations, developing caring and supportive relationships, and teaching about responsibility and provide opportunities for students (Washburn, 2010).

Good school head establishes a positive school culture to his teachers/ subordinates by treating them the way he would like. In the end, teachers also do in a similar way to his students in the classroom. Thus, a school with good leaders also has teachers with proper classroom management.

The teachers who receive head teachers' support, such as teaching materials, are more motivated in improving performance (Ocham & Okoth, 2015). A supportive school climate should be provided with efforts to improve teachers' work engagement and performance (Song et al., 2013).

In the Philippines, leadership has a significant positive impact on wise leadership development. Great charismatic qualities of principals could lead to a higher capacity for wise leadership. Transformational and visionary leadership appeared to have the most impact on careful development. (Parco-tropical & de Guzman, 2014). Teachers had a more holistic and integrative view of change leadership schemas than employees of business organizations. Teachers' affective commitment to change, and perceived effectiveness of change management significantly mediates the effect of change leadership schemas on teachers' emotional responsibility to change (Guerrero, Teng-Calleja & Ma Regina, 2018).

Many studies have been conducted on the leadership behavior of the school heads but few have been conducted that relates to the teachers' classroom management practices. Hence, the study. The current study looked into the transformational leadership behavior of the school heads towards their teachers' classroom management practices in the Division of Misamis Occidental for the school year 2018-2019.

Methods

This study used descriptive-correlational design. The research method is used to explain phenomena, attitudes, opinions, and behaviors or other defined variables by collecting numerical data which are analyzed using statistically-based methods (Kapici & Akçay, 2016). The descriptive-correlational design was appropriate for this study, which assessed the teachers' job satisfaction and work performance.

The study conducted in the first and second Congressional Districts of the division of Misamis Occidental. The first congressional district comprised of the schools in the municipalities of Jimenez, Panaon, Aloran, Lopez Jaena, Plaridel North, and Plaridel South. The second congressional district included schools in Sinacaban, Tudela, Clarin North, Clarin South, Bonifacio East, Bonifacio West, and Don Victoriano.

One hundred four (104) school heads and three hundred thirteen (313) Elementary school teachers of the Division of Misamis Occidental chosen through stratified random sampling responded to the study. Below is a list of respondents.

District	School Heads	Teachers
First Congressional District	51	173
Second Congressional District	53	140
Total	104	313

The following are the research instruments used in the gathering of data and information in the study.

A. Transformational Leadership Behavior Questionnaire (TLBQ) (Appendix A). It is a 35-item questionnaire with six constructs, adopted and modified from (Bass & Avolio, 1994), designed to measure the level of leadership behavior of the school heads. Responses were rated using a five-point scale ranging from 5 (always) to (1) never. Five experts then validated it for them to decide whether to retain, revise, or reject the test items. The result was pilot-tested to teachers who were not included as respondents and obtained the reliability coefficient of 0.93. Hence, the instrument was valid and reliable.

The continuum presented was used to determine the school heads' transformational leadership behavior:

Responses	Continuum	Interpretation
5-Always (A)	4.20-5.0	Excellent (E)
4-Often (O)	3.40-4.19	Very Good (VG)
3-Sometimes (S)	2.60-3.39	Good (G)
2-Rarely (R)	1.80-2.61	Fair (F)
1-Never (N)	1.0-1.81	Poor (P)

B. Self-Assessment Classroom Management (SACM) Tool(Appendix B). It is a thirty-four item instrument with ten constructs, adapted from Washburn (2010), designed to measure the teachers' classroom management practices. Responses were rated using a five-point scale ranging from 5(always) to (1) never. Experts validated the instrument. Researchers pilot-tested the instrument to teachers who were not included as the respondents and obtained the reliability coefficient of 0.94.

The following continuum was used to determine the teachers' classroom management practices:

Responses	Range	Interpretation
5-Always (A)	4.20-5.0	Excellent (E)
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2-Rarely (R)	1.80-2.61	Fair (F)
1-Never (N)	1.0-1.81	Poor (P)

The researchers secured a certification and letter of request from the Graduate School of Misamis University to allow the conduct of the study. The researcher personally did the actual data gathering. After obtaining the required permission to conduct the survey from the Schools Division Superintendent, district supervisors and school principals of the Division of Misamis Occidental, the data gathered were tallied, organized, treated statistically, interpreted, and analyzed.

The researchers followed the following ethical considerations to ensure the integrity of the research process: (1) informed consent of the participants and respondents had been obtained before involving them in the study; (2) members of the sample group had not been subjected to coercion in any way; (3) privacy of the research respondents had been ensured, so that no personal data were collected from the respondents; (4) research respondents had been debriefed about the aims and objectives of the study before the primary data collection process ; (5) works that do not belong to the author of this paper had been acknowledged using the APA referencing system in an appropriate format; (6) analysis of data was filtered through the researcher's particular theoretical position and biases; (7) in case of harm inflicted by the researcher, the research was held responsible, and (8) top priority and confidentiality was maintained at all times during the conduct of the study.

With the use of Minitab software, *mean and standard deviation* were used in determining the school heads' level of transformational leadership and their teachers' level of classroom management practices. *Multiple Regression Analysis tool* was used to establish the relationship between the school heads' level of transformational leadership and their teachers' level of classroom management practices.

RESULTS AND DISCUSSION

Teachers and principals rated excellent ($M = 4.41$; $SD = 0.54$) (Table 1). The teachers recognized that their principal is functioning well in all aspects of leadership. The teachers see their school heads specify the importance of having a sense of purpose in life. The teachers were provided the right image of what is essential for being a principal. The principal asked other's perspectives when solving problems; and treated others, especially teachers as individuals, not just as members of the group. Additionally, the school heads made personal sacrifices for other's benefits.

Principals' management style positively and significantly impacts on teachers' behavior at work. The principal's transformational leadership plays a crucial role in school improvement. Its work should be based on different school members' actual situations (Yang, 2014). As a school leader, he has to engage in promoting the teachers to generate trust so he can follow the principal. He has also to present a vision to motivate teachers and to encourage them to innovate and challenge themselves. Finally, he has to care about his teachers' individual needs (McCleskey, 2014).

School heads need to articulate a compelling vision of the future so that teachers will be directed to the road map that they have to follow. Moreover, he should include the teachers in the planning, carrying out of the plan, and solving of problems in case these may arise in the organization. Teachers feel that they are essential and worthy members of the school. Considering every teacher as necessary in all endeavors and recognizing their contributions and abilities can help the principal or school head in leading a successful, responsive organization.

Table 1 .

School Heads' Transformational Leadership Behavior

Constructs	Teachers		School Heads		Overall	
	M	SD	M	SD	M	SD
1. Idealized Influence	4.35	0.67	4.65	0.33	4.50	0.50
2. Inspirational Motivation	4.40	0.66	4.34	0.28	4.37	0.47
3. Intellectual Stimulation	4.28	0.64	4.40	0.31	4.34	0.48
4. Individualized Consideration	4.35	0.65	4.41	0.88	4.38	0.77
5. Idealized Attributes	4.33	0.67	4.66	0.30	4.50	0.49
Overall Behavior	4.34	0.66	4.49	0.42	4.41	0.54

Note: Scale: 4.20-5.0 (Excellent); 3.20-4.19 (Very Good); 2.61-3.19 (Good); 1.81-2.60 (Fair); 1.0-1.80 (Poor)

Results revealed that the teachers' task on the provision of opportunities for students ($M = 4.58$; $SD = 0.40$), and the maximization of classroom structure ($M = 4.54$; $SD = 0.34$) received the highest excellent rating by both teachers and school heads. However, using a continuum of strategies to acknowledge expected behavior ($M = 4.30$; $SD = 0.06$), and using a continuum of strategies to respond to rule violations ($M = 4.31$; $SD = 0.44$) were rated lowest among the ten constructs, though the teachers' practices in these areas are excellent. Overall, the overall

classroom management practices of the teachers as perceived by the teachers and school heads as excellent ($M = 4.44$; $SD = 0.42$).

Teachers were excellent in providing activities for learners like cooperative learning with roles to portray and tasks to perform, helping them to become responsible and accountable in their actions. They made sure that everything is set in the classroom before they start their classes, and that arrangement of chairs is varied to maximize students' interactions. Overall, both the teachers and their school heads perceived the teachers' classroom management practices as excellent in all aspects. The finding implies that teachers have carried out their responsibility being the class manager. He sets the physical classroom set-up and psychological climate, going to the transitions of activities during the teaching-learning process, and the use of strategies in reinforcing positive and negative behavior in class.

Appropriate managerial behavior to boost teachers' morale towards high task performance needs to be adopted. Head teachers' decision-making strategy and leadership style have a significant influence on teachers' task performance. Head teachers' communication skills significantly relate to teachers' task performance in the area (Mbon, 2017). Teachers who used Positive Behavioural Interventions and Supported (PBIS) had significantly higher mean ratings in the field of posting, teaching, reviewing, monitoring and reinforcing expectations than those who do not teach in a PBIS school.

The interaction between students and teachers in the process of promoting academic, social and emotional development in the context of the classroom setting is also a part to the teachers' responsibility in classroom management (Novodvorsky & Weinstein, 2014). Establishing trust and respect early on in the classroom setting and reinforcing is also a teacher's task in the classroom (Davis, 2018). The remarkable findings of this research support the result of the study (Nguyen et al., 2016), which states that dealing with students' misbehaviors turned out to be the most challenging tasks for teachers.

The teachers' task in the classroom is to oversee all the activities that take place in the school. Sometimes the teachers' skills and techniques in managing a class are patterned from the school heads' style in empowering teachers to do their responsibilities in school. A positive school climate positively influences teachers' knowledge sharing and work engagement and affects the teachers' knowledge creation practices (Song, Kim, Chai, & Bae, 2014). As the school heads oversee their teachers in school, teachers also watch their pupils in the classroom and make sure that all pupils are actively engaged in the activities. Teachers need to have eyes at the back of their heads, or they must be aware of what is happening in the classroom. They have to handle students' behavior properly in the class. Positive and negative responses have to be dealt with accordingly. When teachers face difficulty in managing students, they can use interventions like teacher reaction, tangible recognition, direct cost, group contingency, or even doing home contingency. These are strategies which may help teachers to respond to students' behavior and rule violations. Moreover, attending seminars and workshops can also enhance teachers' skills in classroom management.

Table 2.

Teachers' and School Heads' Perceptions on Classroom Management Practices

Constructs	Teachers		School Heads		Overall	
	M	SD	M	SD	M	SD
1. Maximizing classroom structure	4.56	0.44	4.51	0.23	4.54	0.34
2. Establishing classroom expectations	4.54	0.44	4.32	1.02	4.43	0.73
3. Managing behavior through effective instructional delivery	4.44	0.46	4.35	0.23	4.40	0.35
4. Engaging students through use of varied instructional strategies	4.43	0.46	4.51	0.28	4.47	0.37
5. Evaluating instruction	4.46	0.47	4.51	0.26	4.49	0.37
6. Maximizing positive interactions	4.26	0.53	4.54	0.40	4.40	0.47
7. Using a continuum of strategies to acknowledge expected behavior	4.28	0.53	4.31	0.19	4.30	0.36
8. Using a continuum of strategies to respond to rule violations	4.37	0.52	4.25	0.35	4.31	0.44
9. Developing caring and supportive relationships	4.53	0.47	4.43	0.22	4.48	0.35
10. Teaching about responsibility and providing opportunities for students to contribute to the functioning of the classroom	4.53	0.49	4.62	0.31	4.58	0.40
Overall Mean	4.44	0.48	4.44	0.35	4.44	0.42

Note: Scale: 4.20-5.0 (Excellent); 3.20-4.19 (Very Good); 2.61-3.19 (Good); 1.81-2.60 (Fair); 1.0-1.80 (Poor)

Data revealed that out of five leadership behaviors of the school heads, only three constructs were found to be the predictors of teachers' classroom management practices namely idealized influence ($\beta = 0.26$; $t = 4.06$; $p = 0.00$), inspirational motivation ($\beta = 0.34$; $t = 4.58$, $p = 0.00$); and idealized attributes ($\beta = 0.27$; $t = 4.91$; $p = 0.00$) (Table 5). The other areas on school heads' transformational leadership behavior are not predictors of teachers' classroom management, or they do not relate to the teachers' classroom management practices level.

The regression equation (Classroom Management = 2.900- 0.2567 idealized influence + 0.3417 inspirational motivation + 0.2663 idealized attributes) indicates that for every unit increase of the school heads' extent in engaging or promoting the teachers to generate trust and follow them, the teachers' level of classroom management decreases by 0.26 or 26 percent. This means that the more the school heads engage their teachers to generate trust for them, the lower

the teachers' level of classroom management becomes. When school head trusts their teachers without supporting them, teachers' classroom management skills decrease. In the area of inspirational motivation, for every unit increase of the school heads' extent in presenting a vision to motivate their teachers, the classroom management practices level will also increase by 34 units. For every unit increase of the school heads' extent of caring about the teachers' individual needs, the teachers' level of classroom management practices also increases by 0.27 or 27 units. These indicate that the more the school heads motivate their teachers and care about their teachers' individual needs, the better the teachers' performance in managing their class.

School leaders do matter. The principal's management style significantly affects teachers' behavior at work and a central role to play in developing effective schools. (Gamero-Burón & Lassibille, 2018). Teacher leaders recognize that a strong relationship with their principals is meaningful (English, 2018). Teachers who perform better in teaching received support from their school heads (Ocham & Okoth, 2015); and teachers who considered their school leader to be transformational were committed to their work (Mirza & Redzuan, 2012).

Practices of teachers in the classroom are sometimes dependent on the principal's leadership style. The encouraging words and actions of the principal or school heads are essential in the teachers' implementation of the rules and policies in the classroom. The school head does not just tell their teachers that they have trust in them that they can do management practices but they support their teachers in every decision that promotes peace and order in the class like lesson plan preparation and demonstration, action, organizing and determining the teaching guidelines, leading, persuading and motivating, supervising on and consistent evaluation of students activities.



Table 3.
 Test of Significant Relationship between the School Heads' Transformational Leadership Behavior and the Teachers' Classroom Management Practices

Predictors	Coef (β)	SE Coef	T- Value	P-Value
(Constant)	2.90	0.116	25.05	0.00
1. Idealized Influence	0.26	0.06	4.06	**0.00
2. Inspirational Motivation	0.34	0.07	4.58	**0.00
3. Idealized Attributes	0.27	0.05	4.91	**0.00

Dependent Variable: Teachers' Classroom Management

$$\text{Overall Classroom Management} = 2.900 - 0.2567 \text{ idealized influence} \\
 + 0.3417 \text{ inspirational motivation} + 0.2663 \text{ idealized attributes}$$

Note : ** means $p < 0.01$ (Highly Significant) at 0.01 level

CONCLUSION AND RECOMMENDATIONS

This study disclosed that the school heads are excellent leaders, and teachers are very effective classroom managers. The classroom management practices of teachers are attributed to their school heads' leadership behavior. The school heads' idealized influence, inspirational motivation, and idealized attributes emerged to be the predictors of the teachers' classroom management practices. Hence, the encouraging words and actions of the school heads are vital factors to teachers' better management in the classroom.

School heads need to allocate time where both school heads and teachers can interact and share their beliefs, aspirations, and values in the realization of the vision and mission. The school annual action plan which details clear outcomes and the responsible persons are set and identified, together with the steps on how each action is realized.

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