

Teachers' Leadership Competencies and Communication Behavior towards Better Academic Performance and Engagement of Grade 2 Pupils

Rebecca Alicando & Delon Ching

Laguna State Polytechnic University San Pablo City Campus

ABSTRACT

Teacher-leaders aims to improve students' performances by continuing to teach students and influencing others inside and outside their schools. The study intended to determine the teacher leadership competencies and communication behavior towards better academic performance and engagement of Grade 2 learners in Santa Catalina Elementary School, Division of Quezon. The study showed that the teachers are competent in fostering a collaborative culture, facilitating improvement and establishing standards, and modeling leadership attributes and skills. Teachers' communication behavior in terms of challenging, encouragement and praise, on-verbal support, understanding and friendly, and controlling was observed. On the proficiency level of the respondents in terms of a written task, 40.9 % belong to the outstanding group, and only 1.1% belong to the fairly satisfactory. On the proficiency level of the respondents in terms of performance task, 55.7 % belongs to very satisfactory, and only 1.1 % belongs to fairly satisfactory. The respondents were engaged in academic, behavioral, cognitive, and affective engagement. The study revealed that leadership competencies such as fostering a collaborative culture, facilitating improvement and establishing standards, and modeling leadership attributes and skills have no significant relationship to the learner's performance, such as written and performance tasks. On the other hand, leadership competency in fostering a collaborative culture, facilitating improvement and establishing standards, and modeling leadership attributes and skills are significantly related to academic cognitive and affective engagement. The study revealed that communication behavior has no significant relationship to performance but is significantly related to academic, behavioral, cognitive, and affective engagement.

Keywords: teachers' leadership competencies, communication behavior, academic performance, academic engagement