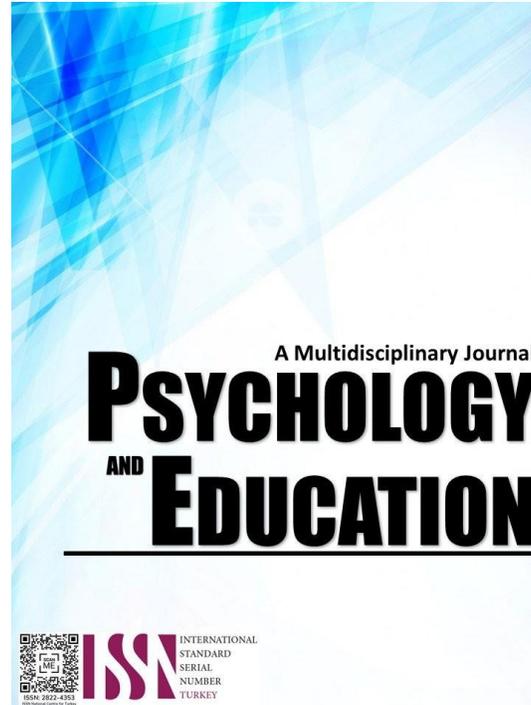


# THE PRACTICE OF AUTHENTIC LEADERSHIP AND TEACHING COMPETENCE OF JUNIOR HIGH SCHOOL TEACHERS



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# The Practice of Authentic Leadership and Teaching Competence of Junior High School Teachers

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## Abstract

The study determined the extent of practice of authentic leadership and the level of teaching competence of Junior High School teachers. The researchers utilized a mixed - method approach. Weighted mean and Pearson - r were applied in attaining quantitative results. The study used two sets of questionnaires which were validated by experts and which had undergone reliability test using Cronbach alpha. The researchers also conducted key informant in-depth interviews to five selected teachers. Thematic approach was utilized to interpret and analyzed the qualitative data. The study found that the teachers who often practice authentic leadership have an outstanding teaching competence. It was also revealed that there is a significant relationship between the authentic leadership practice and the level of teaching competence of Junior High School teachers. Continual practice of authentic leadership helps maintain integrity and credibility, improves teaching and learning process, empowers teachers, and builds mutual trust. Maintaining teaching competence increases professional commitment and motivation, enhances teachers' performance improves students' performance, and increases flexibility among teachers. Thus, it is recommended that the teachers may practice authentic leadership at all times to become competent.

**Keywords:** *authentic leadership, Junior High School Teachers, teaching competence*

## Introduction

One of the challenges of today's leaders is their ability to consistently adhere to the rules they establish and to follow their own ethical standards and core values. As a leader, it is of great importance to maintain high ethical standards of personal conduct, unfailingly exhibit ethical behavior, and hold others to do the same standards. Driven by this issue on ethical conduct of today's leaders, specifically the teachers, the researcher was motivated to study one form of ethical leadership, called authentic leadership (AL).

According to Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008), authentic leadership is a derivation and an improvement of transformational leadership. It represents a relatively new leadership framework stemming from the fields of leadership, ethics, positive psychology, and positive organizational behavior. It creates positive psychological capacities and a positive moral climate to promote greater self-awareness, internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders operating with followers and fostering positive self-development.

Based on the researcher's observation as a teacher for years, he considers teachers as leaders. Teachers normally practice leadership in their field, in their community, and most importantly, in the classroom. They are considered as models and students look up to them. According to Wright (2013), effective teachers are effective leaders, too. In order to be effective, teachers must have an influence that could create an impact in the lives of their learners. This can be done by applying authenticity in their values and actions. The researcher argues that authenticity needs to be displayed and felt by the students so that they can have meaningful experiences with the teachers and learning expectations can be achieved. Further, the researcher suggests that through authentic behavior, the teacher in the classroom can effectively communicate with students. Meaningful communication with the students can build trust and confidence as well.

Anchored on personal observation and experience, the teachers who have shown more authenticity in their leadership practice become more competent and perform well in different domains of teaching and learning. These concerns need to be proven. With these, this study determined the extent of practice of authentic leadership and the level of teaching competence of Junior High School teachers and established their relationship. Various studies explored the relationship of authentic leadership on employees' organizational behavior, work discipline, work commitment, and performance but there are few researches relating authentic leadership to teaching competence. Moreover, researches on authentic leadership are in quantitative design. This study explores the impact of maintaining the practice of authentic leadership and teaching competence of the teachers in the classroom where qualitative design was applied.

## Research Questions

This study aimed to establish the relationship between the extent of practice of authentic leadership and the level of teaching competence of Junior High School teachers. It also described the impact of maintaining authentic leadership practice of teachers and the level of their teaching competence. Specifically, this research sought to answer the following questions:

1. What is the extent of practice of practice of authentic leadership among Junior High School Teachers based on their:
  - 1.1. self - awareness,
  - 1.2. internalized moral perspective,
  - 1.3. balanced processing; and,
  - 1.4. relational transparency?
2. What is the level of teaching competence of Junior High School Teachers in the following domains:

- 2.1. content knowledge and pedagogy,
- 2.2. learning environment and diversity of learners,
- 2.3. curriculum planning; and,
- 2.4. assessment and reporting?
3. Is there a significant relationship between the extent of practice of authentic leadership and the level of teaching competence of Junior High School teachers?
4. How do teachers described the impact of maintaining authentic leadership and teaching competence?

## Literature Review

### *Authentic Leadership*

Authentic leadership is a model of leadership in which the leader is consistent and true to himself while leading. Relatedly, the leader is seen by the followers as a genuine, truthful, and real person. Luthans and Avolio (2003) explain authentic leadership as a process that produces positive psychological capacities and highly developed organizational context that effectively help the development of self-knowledge and positive behaviors either in the leader or in the led ones. Moreover, they add that authentic leaders can be recognized through some important characteristics. They know themselves holistically. They are firm on their beliefs. They exhibit transparency and consistency in relation to their ethical values and actions and they are recognized and respected by people because of their integrity.

Authentic leadership is about the credibility of the leader who can pass on to the followers the best qualities such as being true and consistent in actions and shared values (Kouzes & Posner, 2012). Certainly, authentic leaders shape the way for others to follow in the organization. They have also clear conscientious and moral values (Luthans & Avolio, 2003).

Self-Awareness. It can be noted that self-awareness regards the leaders' understanding of their own strengths, weaknesses and how they make sense of the world. Meaning, the leaders have full awareness of themselves (Gardner, Coglisier, Davis & Dickens, 2011). In the same way, Raham (2010) stresses that self – awareness allows the leaders to know their strengths and limitations and know how they are seen by the other leaders. He emphasizes that knowing oneself includes awareness of one's thoughts, values, and motives. Studies also suggest that individuals who are cognizant of their strengths and weaknesses are also found to be high on authenticity (Waite, McKinney, Smith-Glasgow & Meloy, 2014).

Internalized Moral Perspective. Authentic leaders follow moral standards and values that emphasize their collective interests. Their actions and decisions are based on these values and convictions (Shamir & Eilam, 2005). Yukl and Mahsud (2010) highlight that internalized moral perspective is a leader's own moral standard which is consistently exhibited on his/her own values, decisions and behaviors. Walumbwa et al., (2008) agreed that authentic leaders' behavior relies on the moral and ethical standards they show in social or organizational groups. This behavior produces ethical and transparent behaviors and is aimed to prioritize common group interests which sometimes contradict with the leader's own personal interests (Ilies, Morgeson & Nahrgang, 2005). Moreover, this type of behavior becomes a form of self-regulation. Gardner et al., (2011) add that authentic leaders regulate their behavior according to their moral values which result to ethical decisions and increase in employees' engagement. Leaders with a highly internalized moral perspective make decisions and behave in ways that are reflective of their strong moral values.

Balanced Processing. Leaders who use balanced processing in decision-making analyze all relevant data and encourage all affected parties (e.g., followers) to voice their positions in the decision-making process even if this challenges the position held by the leaders. Along with this, the leaders analyze all the excellent information with objectivity and have access to different perspectives before making decisions. Meaning, leaders do not change, overemphasize, or reject any information. This process gives them the opportunity to avoid bias in their judgments due to self-defense, self-exaltation, and self-protection (Kernis & Goldman, 2003).

In conclusion, higher work commitment and engagement of employees involve balanced processing of a leader. This entails leaders to analyze all information and access dissimilar views before making decisions. This also requires transparency among leaders. Transparent leaders encourage supporters to be focused, productive, and creative. These leaders show genuine thoughts and feelings to their groups.

Relational Transparency. Leaders who exhibit high relational transparency openly share information, genuine thoughts, and feelings with subordinates. They also encourage followers to open and share what they know and feel. Besides, relational transparency shows how authentic and transparent leaders are as perceived by others through the coherence of their words and actions (Avolio & Gardner, 2005). According to Raham (2010), transparency is expressed by taking participated decisions in accordance with clear and ethical rules.

These components of authentic leadership, namely, self – awareness, internalized moral perspective, balanced processing and relational transparency, have been proven to have a significant relationship with employees' work engagement, trust, and creativity. This implies that the authenticity of the leaders influences followers to perform better and become competent. The current study assumes and proves that these authentic leadership elements can be evident in a classroom setting. Teachers can practice self-awareness, internalized moral perspective, balanced processing and relational transparency. All these components can contribute to teachers' teaching competence.

## Teaching Competence

Teachers' competencies can be defined as a combination of knowledge, skills, and abilities required in performing a teaching job. It is an integrated set of personal characteristics, knowledge, skills, and attitudes that are needed for effective performance of various teaching context. Competencies influence the development of basic skills, desirable work habits, attitudes, value judgment and adjustment to individual learning environment. Ilanlou and Zand (2011) categorize teachers' competencies into cognitive, emotional and practical. Cognitive competency involves self-cognition, learners-cognition, and cognition of teaching-learning process. Meanwhile, emotional competency is anchored on the competence in interests, values, and attitudes. Whereas, teacher's practical competency involves teacher's competence in relation with the students, classrooms, schools, and the society in general.

Students' achievement can be affected either positively or negatively by the teachers' competence. Therefore, the role of the teachers is very important in the performance of students. Teachers greatly influence the teaching - learning process through their abilities, potentialities, and professional competence in the different domains of teaching. These domains of competencies include teachers' competencies in content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting.

**Content Knowledge and Pedagogy.** Content Knowledge and Pedagogy involves teachers' quality and progress in terms of the teaching and learning process, employment of communication strategies, methods of teaching, and the use of technologies in achieving high quality learning results. It encompasses teachers' ability to illustrate and employ developmentally suitable pedagogy aligned with the content knowledge and present trends in teaching. It also acknowledges and emphasizes the interconnections within and across the curriculum areas. This domain gives high concern on the teachers' mastery of content knowledge and application of the different theories and principles of teaching and learning (DepEd Order No. 42, s. 2017).

Teachers are key aspects to students' achievement. In connection, teachers should display competence and mastery of the content, use different strategies in teaching, understand students' capacities and bring learning into the level where students can comprehend, process their learning and finally understand the subject matter. Guerriero (2018) stresses out that the primary components of teachers' competence that affect students' improvement and achievement are pedagogical content knowledge (PCK) and content knowledge (CK).

**Learning Environment and Diversity of Learners.** Learning Environment and Diversity of Learners is a domain of teaching competence which recognizes the function of teachers in creating an environment that is secure, fair, culture - based and supportive for learning to happen; an environment that is learner - centered and learners' behavior are efficiently managed by the teachers both in the physical and virtual spaces. It puts emphasis on teachers to use series of resources effectively and provide activities that arouse constructive and active classroom interactions among students towards the achievement of learning goals and targets. It emphasizes the functions of teachers to provide learning environments that will cater the different needs, interest and abilities of every learner. This domain highlights teachers' knowledge on the diverse characteristics of learners and use it as bases in planning and designing of learning activities, opportunities and experiences. Diversity of learners recognizes the presence of diversity inside classrooms and the need to apply differentiated instruction for teaching - learning practices to encourage all learners to be productive and contributor citizens in a changing local and global environment (DepEd Order No. 42 s. 2017).

**Curriculum and Planning.** Curriculum and planning as the domain of teaching competence recognizes teachers' knowledge and their influence on national and local curriculum conditions. This domain involves the ability of the teachers that are important to learners and are anchored on the principles of effective teaching and learning. It requires teachers to show their professional capacities to plan and design, individually or to work with fellow teachers, and to provide well-structured and orderly lessons. These lessons must be responsive to learners' needs. They should be organized and linked with the learning programs that are based on the actual experiences of the learners. A range of teaching and learning resources should also be incorporated in the curriculum. The domain also requires teachers to provide information on learning goals to enhance learner participation, abilities, and accomplishment (DepEd Order No. 42, s. 2017).

**Assessment and Reporting.** Assessment and reporting relate to the processes where teachers use a number of assessment devices and strategies to monitor, evaluate, document, and report learners' needs, progress and achievement. This domain focuses on the use of the results of assessment in various ways to determine and improve the teaching and learning process as well as the learning programs. It mandates teachers to give learners feedback necessary for improving learning outcomes. This feedback will give teachers the basis for reporting and will capacitate them to choose, arrange, and apply appropriate assessment procedures (DepEd Order No. 42 s. 2017).

In addition, assessment for learning is best described as a process by which assessment data are used by teachers to fit their teaching methodologies with the students' learning styles to ensure maximum learning. Assessment can either optimize or inhibit learning depending on how it is applied in the actual learning process. This process plays a vital role as it gives assistance to teachers to collect information, to plan, and to apply changes in teaching and learning programs for a particular student, groups of students, or the class as a whole. It exactly identifies students' abilities in order for students to develop them. Teachers can pinpoint students' learning needs and certainly provide constructive criticism. Assessment for learning also grants learners with knowledge and guidance which could be used as a guide in planning and managing their learning specifically from what has been learned to what needs to be learned (William,

2011).

## Methodology

### Research Design

This research used a mixed methods approach. The quantitative part of the study assessed and described the authentic leadership practice and teaching competence of Junior High School teachers. Their relationship was also established. Modified questionnaires on authentic leadership adapted from the study of Walumbwa et al. (2008) was applied and validated using Cronbach alpha. In determining the level of teaching competence among Junior High School teachers, Modified - Result-Based Performance Management System - Classroom Observation Tool rating sheet was used.

Qualitative design was employed to establish answers on how the teachers describe the impact of maintaining the practice of authentic leadership and the level of their teaching competence. The researcher had conducted key informant interviews (KII) where the teachers described their actual experiences in maintaining the practice of authentic leadership and teaching competence. The interviews were transcribed, translated, and analyzed. Themes were generated and presented to support the results of quantitative data.

### Respondents

The respondents of the study were junior high school students, principals and junior high school teachers of Maasim District 3. Teachers were selected purposively. Meanwhile, students were chosen through random sampling using fish bowl or drawing of lots. The selected junior high school students were distributed evenly from different grade levels. Specifically, there were 10 respondents from Grade 7, 10 respondents from Grade 8, there were also 10 respondents from Grade 9 and 10 respondents coming from Grade 10. These students evaluated the extent of authentic leadership practices of their teachers in terms of self – awareness, internalized moral perspective, balanced processing, and relational transparency.

### Instrument

The study used two sets of questionnaires which have undergone validity and reliability test using Cronbach alpha. The questionnaires were highly valid as validated by the experts who are school administrators and research specialists. The reliability test results suggested that authentic leadership questionnaire consisting of 20 items was highly reliable based on the Cronbach alpha value of 0.941. Furthermore, the questionnaire for teaching competence, the modified Result – Based Management System Classroom Observation Tool with 20 items, was highly reliable based on the Cronbach alpha value of 0.898.

The first set of questionnaires was on the leadership practices of Junior High School Teachers. It is adapted from the Authentic Leadership Questionnaire of Walumbwa et al., (2008) which is composed of 20 items. This questionnaire is designed to measure the practice of authentic leadership in the classroom by assessing the four components of the process: self-awareness, internalized moral perspective, balanced processing, and relational transparency.

The second set of questionnaires was on the teaching competence of the junior high school teachers. The questionnaire used was the modified Results-based Performance Management System Classroom - Observation Tool (RPMS - COT) which is the official rating sheet for public school teachers. This rating sheet consists of four key result areas, namely: content knowledge and pedagogy; learning environment and diversity of learners; curriculum and planning; and, assessment and reporting. Each Key Results Area consists of five objectives which serve as indicators. This means that there are 20 indicators in this questionnaire.

### Procedure

The researchers personally administered the questionnaire. All information and data gathered were arranged, tabulated, and analyzed. Results were submitted for statistical analysis. Teaching competence of junior high school teachers was based on ratings given by the principals. The raters used the modified RPMS -COT for T1 – T111. The researcher then integrated qualitative findings to make the data more valid and reliable.

The statements on the Authentic Leadership Questionnaire (ALQ) were grouped into four dimensions provided by Walumbwa, et al., (2008). These are: self-awareness, internalized moral perspective, balanced processing and relational transparency. The mean score of the respondents was derived as a measure of the extent of practice of authentic leadership among junior high school teachers. The modified RPMS – COT was used to determine the teaching competence of the junior high school teachers in the following dimensions: content knowledge and pedagogy; learning environment and diversity of learners; curriculum and planning; and, assessment and reporting.

The data were gathered, analyzed, and interpreted. Weighted mean was used in the interpretation of data for authentic leadership and teaching competence. Different tools were used in analyzing and interpreting the data gathered in accordance to the problems. To determine the extent of the practice of authentic leadership, weighted mean was used. Weighted Mean was also applied to determine the level of teaching competence of junior high school teachers. In establishing the significant relationship of the practice of authentic leadership and teaching competence of junior high school teachers, Pearson product moment correlation was used at 0.05 level of significance.

For the qualitative results, the researcher used the thematic approach. It is a method used in analyzing qualitative research data wherein the researcher transcribed the interview proceedings and examined the data to identify common themes that arose. After the data was interpreted, the implications of the results were drawn. Related studies supported the results of the study. Based on the findings of the study, conclusions were derived and finally recommendations were given.

### Ethical Considerations

To ensure that research risks were minimized and benefits were maximized, the researchers ensured that the informants were comfortable in opening to the researchers their personal experiences preparing for classroom observations. The interview allowed them to reflect on their teaching performance. Moreover, the following potential risks were eliminated: onset of depression in times that the teacher got a low rating in-classroom observations or unsatisfactory performance rating at the end of school year; and, psychological harm such as fear of privacy, being compromised, discomfort, and reluctance to answer the questions being asked.

Before the study was conducted, respondents and informants of the study were oriented on the purpose, procedures, and potential benefits of the study. They were also told that they have the right to withdraw, and terminate participation any time, and the right to withhold information that are confidential in nature.

All survey respondents and key informants gave their consent. All information that would link to the participants were held strictly confidential. These were protected from unauthorized access, use, theft or loss. Information gathered was securely locked in the researchers' cabinet and stored in a password-protected computer files. The respondents may or may not disclose information in the informed consent form and research instrument. The researcher assigned codes to re-identify and to protect the respondents and informants. A statement of Confidentiality was written in the informed consent form. All data and information gathered were disposed of properly after the completion of the research. There were also no monetary and non-monetary items involved during the conduct of the research except for personal expressions of gratitude of the researcher to the respondents/informants of the study.

### Results and Discussion

This section presents, analyzes, and interprets the data obtained from the respondents and participants of the study. The practice of authentic leadership of junior high school teachers specifically in terms of their self-awareness, internalized moral perspective, balanced processing, and relational transparency, and their teaching competence on content knowledge and pedagogy, managing learning environment and diversity of learners, curriculum and planning, and assessment and reporting were being evaluated

*Table 1. Extent of Authentic Leadership Practices of JHS Teachers (Self-Awareness)*

<i>The teacher...</i>	<i>Items</i>	<i>Mean</i>	<i>Description</i>
1.	knows his/her weaknesses.	3.64	Often
2.	knows his/her strengths.	3.98	Often
3.	seeks feedbacks as a way of understanding who really he/she is as a person.	3.34	Sometimes
4.	accepts his/her feelings about himself/herself.	3.91	Often
5.	knows when it is time to re-evaluate his/her positions on important issues.	3.88	Often
	Over-all Mean	3.75	Often

As evaluated by the students, the junior high school teachers often manifest self-awareness with an overall mean of 3.75. Specifically, teachers often know their strengths with a mean of 3.98; accept the feelings about themselves with a mean of 3.91; and they sometimes seek feedback as a way of understanding who they really are with a mean of 3.34.

The results of the study imply that if the teachers often show self-awareness, this will lead to increased school performance. Teachers who have greater self-knowledge are able to adjust and give others the opportunities to exercise their talents, ideas and abilities which give greater avenues and space for others to develop.

This is supported by Carver (2003) who points out that self-awareness is the strongest predictor of overall success. She adds that being aware of one's own weaknesses enables executives to work with others who have dissimilar strengths. They can easily accept the idea that some persons have more excellent ideas or abilities than their own and, therefore, this is an advantage. Lack of self-awareness can potentially alienate others. Their actions can be misunderstood and may have different impact on others.

*Table 2.1. Extent of Authentic Leadership Practices of JHS Teachers (Internalized Moral Perspective)*

<i>The teacher...</i>	<i>Items</i>	<i>Mean</i>	<i>Description</i>
1.	reflects his/her moral values.	3.75	Often
2.	knows how to handle pressure.	3.68	Often
3.	lets others people know where he/she stands on controversial issues.	3.61	Often
4.	bases his/her decisions on moral concepts.	4.09	Often
5.	demonstrates actions that are consistent with his/her beliefs.	3.83	Often
	Over - all Mean	3.79	Often

The table shows that junior high school teachers often have internalized moral perspective with an overall mean of 3.79. Specifically, they often base their decisions on moral concepts with a mean of 4.09. They demonstrate actions that are consistent with their beliefs with a mean of 3.83 and they often let other people know where they stand on controversial issues with a mean of 3.61.

This implies that teachers have high standards and moral values that emphasize collective interests. They have ethical core, know the right thing to do and are driven by a concern for ethics and fairness. Their actions and decisions are based on these values and convictions. This type of behavior implies an integrated form of self- regulation which is directed by internal moral standards and values against group, organizational, and societal pressures. Eventually, this results to informed decision making and behavior and, build trust among followers.

*Table 2.2. Extent of Authentic Leadership Practices of JHS Teachers (Balanced Processing)*

<i>The teacher...</i>	<i>Items</i>	<i>Mean</i>	<i>Description</i>
1.	seeks others opinion before making up his mind.	3.81	Often
2.	listens to the ideas of those who disagree with him/her.	3.97	Often
3.	emphasizes his/her point of view.	4.05	Often
4.	listens very carefully to the ideas of others before making decisions.	4.13	Often
5.	considers the views that support his/her deeply-held positions.	3.95	Often
Over - all Mean		3.98	Often

The results in the evaluation show that junior high school teachers often practice balanced processing with the overall mean of 3.98. Specifically, teachers often listen very carefully to the ideas of others before making a decision with a mean of 4.13; emphasize their points-of-view with a mean of 4.05; and, seek others' opinions before making up their minds with a mean of 3.81.

The results of the study imply that teachers often practice balanced processing. They solicit opposing viewpoints and consider all options before choosing a course of action. There are no impulsive actions and plans are well thought out and are openly discussed. Teachers objectively analyze all the important data before making decisions. They also solicit ideas that challenge their deeply-held positions. This allows them to avoid bias in their perceptions which increases credibility and integrity of teachers.

*Table 2.3. Extent of Authentic Leadership Practices of JHS Teachers (Relational Transparency)*

<i>The teacher...</i>	<i>Items</i>	<i>Mean</i>	<i>Description</i>
1.	shares his/her feelings to others openly.	3.95	Often
2.	lets other know who really he/she is as a person.	3.93	Often
3.	presents what is true to others.	3.99	Often
4.	admits his/her mistakes to others.	3.76	Often
5.	encourages everyone to speak their minds.	4.46	Often
Over - all Mean		4.02	Often

The results in the evaluation show that teachers often practice relational transparency with an overall mean of 4.02. Specifically, teachers often encourage everyone to speak their minds with a mean of 4.46; present what is true to others with a mean of 3.99; and, they admit their mistakes to others with a mean of 3.76.

The results imply that the teachers often share information and maintain relations with the students based on sincerity and honesty. They often disclose themselves, develop intimate relationship and are sincere in communicating about positive and negative aspects of themselves. The teachers encourage their students to share their feelings. Being transparent results to gaining respect from the students who are willing to follow set rules.

*Table 2.4. Summary Table on the Practice of Authentic Leadership*

<i>Indicators</i>	<i>Mean</i>	<i>Description</i>
1. Self – Awareness	3.75	Often
2. Internalized Moral Perspective	3.79	Often
3. Balanced Processing	3.98	Often
4. Relational Transparency	4.02	Often
Over – all Mean	4.02	Often

The table shows that teachers often practice authentic leadership with a general weighted mean of 3.89. Specifically, teachers often have relational transparency with an overall mean of 4.02; practice balanced processing with an overall mean of 3.98; have internalized moral perspectives with an overall mean of 3.79; and have self - awareness with an overall mean of 3.75.

The results imply that if the teachers practice authentic leadership, they become flexible due to greater self – knowledge. Teachers are trusted by their students because of their lived moral standards and values which build high credibility and integrity. They are the models of fairness and equality as they consider the two sides of the story before making decisions. At the same time, students respect and follow them because of displayed sincerity and honesty.

Table 3.1. *Level of Teaching Competence Among JHS Teachers (Content Knowledge and Pedagogy)*

<i>Items</i>	<i>Mean</i>	<i>Description</i>
<i>The teacher...</i>		
1. applies knowledge of content within and across curriculum.	4.70	Outstanding
2. uses a range of teaching strategies.	4.53	Outstanding
3. applies a range of teaching strategies that develop critical and creative thinking as well as other higher order thinking skills.	4.63	Outstanding
4. uses effective verbal and non- verbal classroom communication strategies.	4.70	Outstanding
5. uses research – based knowledge and principles of teaching and learning.	4.66	Outstanding
Over - all Mean	4.64	Outstanding

The results of the evaluation of the teaching competence of junior high school teachers show that teachers are Outstanding with an overall mean of 4.64. Specifically, the teachers are outstanding in applying knowledge of content within and across curriculum with a mean of 4.70; use effective verbal and non- verbal classroom communication strategies with a mean of 4.70; and, use a range of teaching strategies with a mean of 4.53.

The results imply that the pedagogical knowledge base of teachers is outstanding. The junior high school teachers have appropriately integrated the content of the subject within and across different subject areas. They are able to use ranges of teaching strategies that maximize the quantity of instructional time, handle classroom events, teach at a steady pace, and maintain clear direction in the lesson. They have good command of various teaching methods and know when and how to apply each method. Teachers are able to deepen the lessons that allow the students to think critically and creatively.

Table 3.2. *Level of Teaching Competence Among JHS Teachers (Learning Environment and Diversity of Learners)*

<i>Items</i>	<i>Mean</i>	<i>Description</i>
<i>The teacher...</i>		
1. manages classroom structure to engage learners individually or in groups, in meaningful explorations, discovery and hands-on activities within a range of physical learning environment.	4.73	Outstanding
2. manages learner behavior constructively by applying positive and non-violent discipline.	4.73	Outstanding
3. uses differentiated, developmentally- appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.80	Outstanding
4. establishes learner-centered culture by using teaching strategies that respond to learners, linguistic, cultural, socio – economic and religious background.	4.63	Outstanding
5. uses strategies responsive to learners with disabilities, giftedness, and talents.	4.66	Outstanding
Over - all Mean	4.71	Outstanding

The results of the evaluation of the teaching competence of junior high school teacher show that teachers are outstanding in learning environment and diversity of learners with an overall weighted mean of 4.71. The teachers are outstanding in using differentiated, developmentally-appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences with a mean of 4.80. Also, they are outstanding in managing classroom structures to engage learners, individually or in groups, in meaningful explorations, discovery, and hands-on activities within a range of physical learning environment with a mean of 4.73 and in using teaching strategies that respond to learners' linguistic, cultural, socio – economic and religious background with a mean of 4.63.

The results of the study imply that teachers use a wide variety of methods, tools, and approaches in tailoring different learners' needs. Teachers successfully apply differentiated instruction that is fitted to diverse learners' gender, needs, strengths, weaknesses, and interest. They have the competencies in creating positive classroom environment to support and respond to the learners' linguistic, cultural, socio-economic and religious backgrounds.

Teachers outstandingly create a classroom environment that values diversity, teach students to learn from and respect diverse cultures and perspectives, and model culturally-responsive teaching practices. They create a total environment for learning that optimizes the ability of students to learn which makes teaching so interesting not only for the gifted and talented but at the same time for those who have disabilities and special needs.

Table 3.3. *Level of Teaching Competence Among JHS Teachers (Curriculum and Planning)*

<i>Items</i>	<i>Mean</i>	<i>Description</i>
<i>The teacher...</i>		
1. plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.63	Outstanding
2. selects, develops, organizes, and uses appropriate teaching and learning resources including ICT to address learning goals.	4.66	Outstanding
3. sets achievable and appropriate learning outcomes that are aligned with the learning competencies.	4.66	Outstanding
4. ensures gender issues are addressed explicitly and implicitly in the teaching methodology adopted and in the delivery of curriculum.	4.70	Outstanding
5. demonstrates knowledge of the implementation of relevant and responsive learning programs.	4.63	Outstanding
Over - all Mean	4.66	Outstanding

The results of the evaluation of the teaching competence of junior high school teachers show that teachers are outstanding in curriculum and planning with an overall weighted mean of 4.66. The teachers also are outstanding in ensuring that gender issues are addressed explicitly and implicitly in the teaching methodology adopted and in the delivery of curriculum with an overall mean of 4.70. They are also good in selecting, developing, organizing, and using appropriate teaching and learning resources including ICT to address learning goals with a mean of 4.66. They plan, manage and implement developmentally-sequenced teaching and learning processes to meet curriculum requirements and varied teaching context with a mean of 4.63.

The results of the study imply that the teachers establish goals for student learning, develop and sequence instructional activities for student learning, modify instructional plans to meet the needs of all students and use technological resources to meet the needs and learning goals. Teachers adopt necessary multidisciplinary approach in planning, organizing, and implementing the teaching - learning process.

Table 3.4. *Level of Teaching Competence Among JHS Teachers (Assessment and Reporting)*

<i>The teacher...</i>	<i>Mean</i>	<i>Description</i>
1. designs, selects, organizes and uses diagnostic, formative and summative assessment strategies consistent with the curriculum requirement.	4.76	Outstanding
2. monitors and evaluates learners progress and achievement using learners attainment data.	4.70	Outstanding
3. communicates promptly and clearly the, progress and achievement to key stakeholders, including parents/guardians.	4.60	Outstanding
4. uses effective strategies to provide timely, accurate and constructive feedback to encourage learners to reflect on and improve their own leaning.	4.76	Outstanding
5. demonstrates understanding the role of assessment data as feedback in teaching and learning practices and programs.	4.73	Outstanding
Over - all Mean	4.71	Outstanding

The results of the evaluation of the teaching competence of junior high school teachers show that teachers are outstanding in assessment and reporting with an overall mean of 4.71. The teachers are outstanding in designing, selecting, organizing and using diagnostic, formative and summative assessment strategies consistent with the curriculum requirement with a weighted mean of 4.76; using effective strategies to provide timely, accurate and constructive feedback to encourage learners to reflect on and improve their own leaning with a mean of 4.76; and, communicating promptly and clearly the progress and achievement to key stakeholders, including parents/guardians with a mean of 4.60.

The results of the study imply that the teachers have systematic efforts to collect, track and document evidence of the achieved level of student competencies during and after the learning process. They continuously monitor and record-keep students' progress in order to plan the learning and teaching process. This leads to the progress of students and the enhancement of their learning independence and self-assessment of learning results. The teachers have identified the approach in assessing learning outcomes and evaluating of learning results. They have also provided students with feedback on their status.

This is supported by the qualitative results of the study which indicate that teachers who are competent in assessment and reporting help improve students' performances. The informant describes that the impact of maintaining teaching competence provides an avenue for the teacher to improve their performances as well as their students' performance. Regular assessment helps the teacher identify the mastered and least mastered learning competencies. In support of this, the study of Ahmed (2016) determined the role of continuous assessment of subject content measured by scores in the final exams or by other means of assessment. The key findings of the study reveal that continuous assessments improve the academic performance of students most of the time by engaging them in learning and related activities.

Table 3.5. *Summary Table of the Level of Teaching Competence of JHS Teachers*

<i>Indicators</i>	<i>Mean</i>	<i>Description</i>
1. Content Knowledge and Pedagogy	4.64	Outstanding
2. Learning Environment and Diversity of Learners	4.71	Outstanding
3. Curriculum and Planning	4.66	Outstanding
4. Assessment and Reporting	4.71	Outstanding
Over - all Mean	4.68	Outstanding

The results of the evaluation of the level of the teaching competence of the junior high school teachers show that teachers have an outstanding teaching competence with a general weighted mean of 4.68. Specifically, teachers are outstanding in learning environment and diversity of learners with an overall mean of 4.7; in assessment and reporting with an overall mean of 4.71; in curriculum and planning with the overall mean of 4.66; and, in content knowledge and pedagogy with an overall mean of 4.64.

The results of the study imply that teachers are competent in terms of content pedagogical knowledge. They successfully improve learners' achievement by using different teaching methods and strategies in the integration of content of subject areas within and across the curriculum. Moreover, teachers are also competent in providing an environment which caters to the diversity of learners. Furthermore, teachers competently design and modify instructional plans to successfully achieve learning objectives and targets.

Finally, teachers are also competent in providing feedbacks to students using assessment to monitor their progress and achieve required competencies.

Table 4. *Significant Relationship of Authentic Leadership Practice and Level of Teaching Competence of JHS Teachers*

Variables	Teachers' Teaching Competence		
	Correlation Coefficient ( <i>r</i> )	<i>p</i> – value	Remarks
Authentic Leadership of Teachers	0.373	0.042	With Significant Relationship

The result of the correlation shows that there is a significant relationship between authentic leadership practice of junior high school teachers and the level of their teaching competence. This is shown by the correlation coefficient of  $r = 0.373$  and  $p$  – value of  $0.042$  ( $p < 0.05$ ). The result rejected the null hypothesis. This means that teachers tend to manifest outstanding teaching performance when they have high level of self–awareness, internalized moral perspective, balanced processing, and relational transparency.

The result of the study implies that the more authentic the teachers are in practicing leadership inside the classroom, the higher their teaching competence is. This is supported by the study of Daryadi, Komariah and Permana (2018) which states that authentic leadership is significantly related to pedagogical competence of the teacher. In addition, this implies the importance of developing authentic leadership among teachers as this affects their teaching competence.

### Impact of Maintaining Authentic Leadership

The results present four (4) major themes for the authentic leadership practice of junior high school teachers namely: maintains integrity and credibility; improves teaching and learning process; empowers teachers; and, builds mutual trust.

**Maintains Integrity and Credibility.** The informants pointed out that practicing authentic leadership builds credibility and integrity among teachers, strengthens relationship with the students and boosts the morale of the teachers. It is also important that teachers maintain authentic leadership as they are the catalysts of change and students look up to the teachers and imitate them. According to Leroy, Palanski, and Simons (2012) authentic leadership and leader behavioral integrity are related to follower work role performance, fully mediated through follower affective organizational commitment. Moreover, authentic leaders have the highest integrity. They are committed to build lasting organizations.

Authentic leadership is connected with individuals who practice credibility and are aware of their thoughts and behavior. These individuals possess various self-reflective attributes and advanced emotional capabilities. It is apparent in the lines, “This somehow boosts my integrity and credibility as a teacher. Second, it would boost trust and confidence and would create harmonious relationships from you and your students and somehow strengthen relationship with your students, and respects follows after that one. It would also boost your morale as a good teacher” (T5 lines, 021 - 026).

The practice of authentic leadership if maintained boosts teachers' credibility and integrity. This is shown by the trust, respect, and the kind of relationship built between the teacher and the students. Students see you as a dependable source of information, fair, and effective.

**Improves Teaching and Learning Process.** Being transparent gains trust of the students, which leads to active class participation. Informants emphasize that students were not hesitant, not afraid in giving their ideas and elaborating their views out during classroom learning experience, thus, contributing to improved – teaching learning process. Informants add that being authentic to your students improved classroom management which is vital to reaching learning goals and in the teaching learning process in general. Having self – awareness on limitations and weaknesses especially on the emotional state, informants stress that the teachers know how to balance and extend their patience. This is supported by Quraishi and Azis (2018) who state that authentic leadership promotes teachers' satisfaction to improve teaching and learning in school. The more teachers model authenticity, the more students' learning increases.

**Empowers Teachers.** Genuine leaders show people their beliefs and are consistent with their actions. Informants agree that maintaining the practice of authentic leadership capacitates teachers to become effective and efficient, allows them to engage time on task, establish respect and authority, have a self – discipline and become role models to their students. Informants believed that authentic leadership empowers them and lays down certain patterns of behavior wherein they become consistent in their actions, open- minded, fair, and clear to every rule that they implement inside the classroom.

Huang and Wiseman (2011) claims that authentic leadership breeds an environment where people know they are empowered to take their own paths. It is the pathway to an authentic culture which ultimately leads to engaged workforce. Authentic leaders also share information with others, empower others to make decisions, and develop people's true potential. .

**Builds Mutual Trust.** In order to inspire students, teachers should practice authentic leadership as one way of gaining their trust and loyalty and build harmonious relationships as stressed out by the informants. Authenticity has many facets but primarily, it comes down to being genuine. When the teachers display authenticity to the students, it builds trust as it focuses on the positive role modelling of honesty, integrity, and high ethical standards. Teachers become consistent with their actions and become self - aware. They become empathetic, kind, and understanding. These characteristics inspire and motivate students.

## Impact of Maintaining Teaching Competence

The four major themes which arose for teaching competence are: increases professional commitment and motivation, enhances teachers teaching strategies, improves students' performance, and increases flexibility among teachers.

**Increases Professional Commitment and Motivation.** Teachers who have job satisfaction give their best efforts to be competent in their profession and prove that they are professionally committed. Dedicated teachers can be effective and successful by not only realizing the full potential of the students as well as helping the students to develop a sense of belonging as productive members of the society. Teachers who are satisfied will always work and try to improve their teaching (Shukla, 2014).

Informants agree that having maintained teaching competence boosts their professionalism and confidence. They are appreciated by their students as good and effective teachers. It gives them the feeling of self – fulfilment and motivation to sustain or even surpass the standards expected of them.

The essential part of being professional teachers are the proficiencies that the teachers have in the effective performance of their task. Sustaining high level of competence among teachers gives satisfaction in their profession. They want to do something much better and contribute more to field of teaching.

**Enhances Teacher Teaching Strategies.** Teaching strategies can be improved if the teachers maintain teaching competence. Informants state that having regular observations enable them to learn strategies from their colleagues who are experts in the field. With this, they are able to do their tasks daily, organize their lessons and research on new trends in teaching strategies. It is a reality that teachers' competencies turn out to be the basis for a person to successfully conduct an activity. Without competence, it will be difficult to have good performance. Hefferman and Flood (2000), Potluri and Zeleke (2009), Amalia and Sarawasti (2018), Sulaiman, Almsafir, and Ahmad (2013) classify competency into some factors that affect the behavior of the individuals which will ultimately affect their performance. They emphasize that competence is one of the strongest factors in improving performance.

Appropriate teaching strategies allow the teachers to effectively teach based on the curriculum. Competent teachers use a variety of teaching strategies to cater to different learning styles and make students engaged in learning. Teachers can gain this through research and by engaging in different professional development activities whether or not these are school- initiated trainings. This will equip teachers with various strategies to increase students' performance.

**Improves Students' Performance.** Students' performance is the primary basis of teaching competence. The informants emphasized that if the students perform well in class, it makes them feel that they are effective teachers. Teachers who exhibit competence is an important aspect in improving student achievement and bringing the learning gap closer. The teachers represent the most important difference between the most and least effective classrooms. Quality of teaching plays a very important influence on student's learning. If teachers are hindered because they are not given the opportunities to improve their practices inside the classroom, it has an adverse effect on the student's achievement.

In the study conducted by Sumantri and Whardani (2017), it was found that there is a significant relationship between the teachers' professional competence scores and students' achievement scores at Public secondary schools. Competent teachers are one of the important factors in students' performance and achievement. Teachers who are effective give students a good experiential learning. This resulted to improve students' performance and achievements.

**Increases Flexibility Among Teachers.** One of the indicators of being competent is flexibility. The informants believed that being competent is to be flexible enough to handle situations and know how to respond to different learner's abilities, needs, interests, and even misbehaviors. In the classroom setting, it is one of most important qualities that every teacher must possess. Teachers need to have knowledge to practice various teaching styles. Lesson plans are great guides in the classroom but, of course, the class cannot always go as smoothly as it is planned. There will always be interruptions due to rowdy, disadvantaged students, misunderstandings while learning, and technical difficulties among many other reasons. Informants of the study claim that teachers need to become flexible in handling these various situations. They need to be open - minded and to accept the reality that sometimes things do not go as they wish.

Flexibility is one of the qualities that teachers display in performing their tasks inside the classroom. The responsive ability of the teacher to the individual student needs is visible in their daily instruction. Teachers evidently to cater students' interests and adjust instruction in response to student background, needs, capabilities, and skills.

## Conclusions

The following conclusions were drawn based on the findings of the study.

The junior high school teachers, most of the time practice authentic leadership. As a result, teachers are credible, honest, and empowered. They have improved teaching and learning process and these create a harmonious relationship with their students.

The junior high school teachers have an outstanding teaching competence. Meaning, teachers have increased professional commitment and motivation, enhanced performance and they have varied teaching strategies. They improve student performance and achievements.

They are flexible teachers.

There is a significant relationship between authentic leadership and teaching competence of junior high school teachers. This implies that authentic leadership can be linked to teaching competence.

The impact of maintaining the practice of authentic leadership results to high level of integrity and credibility among teachers, improved teaching – learning process, developed and empowered teachers and mutual trust and harmonious relationship among teachers and students. Meanwhile, having maintained teaching competence leads to increase in professional fulfilment and motivation of teachers, enhanced performance, and teaching strategies, increased students' performance and increased flexibility among teachers. These result to a committed, fulfilled, highly performing and adaptable teachers.

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