

## Conference Paper

# Practices and Techniques of School Heads of Region IV-A (CALABARZON) in Influencing People: Towards School Leader Program/Course Design

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## Abstract

This paper aimed to determine the practices and techniques used by the school heads in influencing their school personnel. The researcher used the descriptive method of research. The descriptive research design was partnered with correlational survey which is a method determines the relationship between two variables. Majority of the school heads in the CALABARZON region possess graduate level acuity and orientation that would one way or another may contribute and aid them in their supervision and administrative functions. The seminars and trainings oriented them and equipped them with the needed and appropriate knowledge, techniques, and practices in influencing people. The School heads of the CALABARZON region public schools are very much knowledgeable and aware of the practices and techniques needed to influence their personnel in achieving goals and task.

**Keywords:** Influence, School heads, Management Influence, Management Persuasion

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## 1. Introduction

The issue of how to influence people often comes up when we are coaching the people working under the responsibility of the superior executive, with many people wanting to learn how to be more influential without knowing exactly what they mean by it.

The usual approach is to find out what 'being more influential' looks, sounds and feels like to the people working under the turf of others; in other words, how will they know they are influencing others and being more persuasive? Only then can we guide them further on how to influence people. The reason is that the same term or set of words can have different meanings depending on the context or the culture in which the executive operates and they have to understand what influence means within that organization.

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Generally speaking, what the employees' clients are talking about are their ability to guide the decision-making processes, gain allies and motivate people to behave in a particular way.

Once this is broken down into specific items or goals to be achieved, they work with others to develop a strategy – whether it's for presenting effectively in a board meeting, gaining the support of their peers, persuading their teams of a particular course of action or not being walked over by a more dominant personality at work.

For school heads, the challenge of being more influential can make or break their future career and so is a sensitive issue to talk about in public. If this has been identified as a development need in appraisal, executive coaching is an option well worth considering because training and development can be carried out in a private setting.

Whether they're motivated to influence others to enhance school heads career and increase the chance of promotion, or simply want to improve relationships in their professional or private life, the ability to persuade people is a valuable tool. Learning how to get people to think and behave in ways they'd like can be difficult, but if they're patient and determined to succeed they can master this valuable social skill. ([http://www.ehow.com/how\\_2120965\\_influence-people.html](http://www.ehow.com/how_2120965_influence-people.html).downloadedono6022015).

Most of the school heads want to feel valued, so genuine praise gets results. The guru of teaching the art of influence, Dale Carnegie, tells us in his book, "How to Win Friends and Influence People," that false flattery won't help so find something they really admire about them – it could be a personality trait they have or something impressive they've recently accomplished. And don't hesitate to express appreciation for something they've done for you, no matter how small it might seem. For example, let them know it meant a lot to you when they remembered your birthday even if they only sent a card or an email ([http://www.ehow.com/how\\_2120965\\_influence-people.html](http://www.ehow.com/how_2120965_influence-people.html).downloadedono6022015).

The school heads need to build trust to influence people, so be friendly and positive. Share personal anecdotes about yourself to show they're a likable, ordinary person. Don't criticize or lose their and don't ever lie. Explain what they want and why they want it, suggests the Mind Tools website in the article, "The Influence Model – Using Reciprocity to Gain Influence." For example, if they're trying to persuade co-workers to keep the communal kitchen area clean, show them relevant articles that describe the health risks of leaving contaminated food laying around and let them know about any allergies or health problems they have that are exacerbated by unsanitary conditions. Sharing your goals demonstrates an openness that helps your

audience connect with you ([http://www.ehow.com/how\\_2120965\\_influence-people.html](http://www.ehow.com/how_2120965_influence-people.html).downloadedono6022015).

Getting other people to do what school heads want them to do is an art and a science that they must master if they want to succeed in this era of rapid change, teaming, decentralized controls and doing more with less. And it does not really matter if they are a school head, manager, sales professional or home executive. Just stop and think for a moment how much of their time is spent attempting to get their children to do what they want them to do. How about their spouses, bosses, team members or colleagues?

In this paper, the researcher will provide them with five powerful principles—they are called them laws—because according to an article in the October 2011 issue of the *Harvard Business Review* by Robert Cialdini, Professor of Psychology at Arizona State University, they are based on “deeply rooted human drives and needs...” which have been substantiated in over five decades of scientific investigations. And most importantly—based on my own consulting and coaching experiences—they work.

## 2. Objectives of the Study

As leaders, they do a lot. They inspire. They mediate. They decide. They direct. And they do countless other things as part of a day’s work. Along with all of this, however, they have another job—one that is sometimes obvious, sometimes subtle—that is always part of what they are doing. That job is influencing other people.

*Influence* is the ability to persuade someone to think or act in the way you want. This ability is an essential part of leadership. After all, someone who can’t convince people of things isn’t a leader—no one is following him or her. Therefore, it’s important for an effective leader to understand influence. That way, he or she can use this understanding to become even more skilled at getting things done.

It is in the context that the researcher believes that this study will be of benefits to the different stake holders.

## 3. Materials and Methods

The researcher used the descriptive method of research as his research design. The study focuses at the present situations (what is). The purpose is to find new truth. The truth may have different forms such as increased quantity of knowledge, a new generalization or new ‘law,’ an increased insight into factors which are operating, the

discovery of new causal operating, a more accurate formulation of relationship, a more accurate formulation of relationship, a more accurate formulation of the problem to be solved, and many others.

The descriptive research design was partnered with Correlational Survey which is a method determined the relationship between two variables, X and Y, if the relationship is perfect, very high, high, moderate, slight or negligible. Perfect positive with correlational value of 1.0 seldom happen same with perfect negative correlation (-1.0).

In the total population, Quezon has the most number of school heads, equivalent to 29.67% of the population; followed by Batangas, equivalent to 19.88% of the population; then Cavite, equivalent to 18.40% of the population; and Laguna and Rizal, both have a share equivalent to 16.02% of the population. The sample size per division was computed using the Slovin's formula at confidence interval of 95%, leaving a margin of error equivalent to 5%. And so for the 2140 total number of Principals in the region IV-A, 337 of them was chosen at random and through their informed consent as the respondents for the study.

Validation of instrument is a series of processes through which a researcher made is to be tested to verify or validate the performance specifications published by the manufacturer of the instrument.

The instrument of this study validated by presenting it first to the adviser and members of the panel. After revisions have been made, it was tested to a group of students who are taking up Doctor in Education. The gathered data was subjected for the test of validity and reliability to find out if the instrument is good enough for reproduction and distribution to the intended respondents.

After the administration of the survey instrument, respondents were subjected to unstructured interview for confirmation of what they have written in the survey.

While collecting the accomplished instrument, the researcher conducted the unstructured interview to validate to support their answers in the instrument. All answers during the informal interview was noted down and a part of the data under qualitative process which is also a part of the questionnaire.

The data gathered from the instrument were tallied, tabulated and presented. Answers from the unstructured interview were collated and be a part of the data. Part of the data was the personal information about the respondents which include their educational attainment, years of serving the school as head and seminars/training attended in relation to the subject under study.

The respondents' attitudes and feelings, ideas and thoughts about the research topic, and his personal feelings about the worth of each indicator was established through the use of appropriate statistical tools.

For Statistical treatment of data, Frequency and Percentage Analysis was applied to the data collected from the Part I of the survey questionnaire.

Formula:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage

F = frequency of answers

N = total number of respondents

Weighted Mean. This refers to the average derived when a set of numbers are multiplied by their relative importance. In this study, the weighted mean will of the indicators was used in determining the practices and techniques used by school heads in influencing their personnel. Weighted mean was computed on the practices and techniques involved.

Formula:

$$W_x = \sum fx/n$$

Wherein:

$W_x$  refers to the computed weighted mean

$f$  refers to the frequency

$x$  refers to weights

$n$  number of respondents

The researcher used a five-point Likert Scale in evaluating the practices and techniques of the school heads in influencing their school personnel. For the researcher to be able to interpret and analyze the data, the following parameters used:

**ANOVA.** In finding the differences among the practices and techniques in influencing people when grouped according to profile, One Way ANOVA was used. The result of the ANOVA was used to determine if there is a significant difference between the means.

The formula is:

## 4. Results and Discussion

Table 1 presents the profile of the school heads in terms of their educational attainment.

TABLE 1

Rating Scale (Likert)	Adjectival Rating	Mean Interval Scale (Range)	Verbal Interpretation
5	Strongly Agree	4.20 – 5.00	Highly Practiced
4	Agree	3.40 – 4.19	Practiced
3	Moderately Agree	2.60 – 3.39	Somewhat Practiced
2	Disagree	1.80 – 2.59	Rarely Practiced
1	Strongly Disagree	1.00 – 1.79	Not Practiced

TABLE 2

Source	Df	SS	MS	F
Between	number of groups-1 = k-1	$SS_b = \left\{ \sum_{i=1}^k \frac{((\sum X)_i)^2}{n_i} \right\} - \frac{((\sum X)_T)^2}{N}$	SSb/dfb	MSb/MSw
Within	Number of participants - number of groups = N-k	$SS_w = \sum_{i=1}^k SS_i$	SSw/dfw	
Total	N-1	$SS_T = \left( \sum X^2 \right)_T - \frac{((\sum X)_T)^2}{N}$		

TABLE 3: Frequency and Percentage Distribution of the Respondents' Educational Attainment.

Educational Attainment	Cav.	Lag.	Bat.	Riz.	Que.	Total	%
BA/BEd /BEd	0	0	0	0	0	0	0.00
MA units	9	7	9	8	24	57	16.91
MA Degree	15	16	28	23	35	117	34.72
PhD/EdD Units	27	18	22	13	38	118	35.01
PhD/EdD Degree	11	13	8	10	3	45	13.35
<b>Total</b>	<b>62</b>	<b>54</b>	<b>67</b>	<b>54</b>	<b>100</b>	<b>337</b>	<b>100.00</b>

It can be seen in table 3 that 118 or 35.01% of the respondents were taking their post graduate degrees (PhD or EdD). This represents the highest in distribution. A point shy away from this was the 117 or 34.72% respondents who were already holders of their Master's degree. Fifty seven (57) or 16.91% were grouped under the respondents who were currently taking their Master's degree or have managed to acquire Masteral units. And out of the 337 school heads, 45 or 13.35% already possessed PhD/EdD degrees.

The data revealed that school heads with PhD/EdD units and MA degrees have the most number of respondents compared to the rest. It is also relatively evident that

very few school heads already accomplished their Doctorate degrees, while others were merely starting to take graduate studies

This implies that majority of the school heads in the CALABARZON region possess graduate level acuity and orientation. This would one way or another may contribute and aid them in their supervision and administrative functions, especially in managing and influencing their subordinates.

#### 4.1. Length of service being a principal

Table 2 shows the profile of the school heads in terms of their length of service.

TABLE 4: Frequency and Percentage Distribution of the Respondents' Length of Service.

Length of Service	Cav.	Lag.	Bat.	Riz.	Que.	Total	%
< 1 yr	5	1	3	3	5	17	5.04
1-3	2	6	8	16	18	50	14.84
4-6	33	22	42	14	44	155	45.99
7-9	14	18	8	7	16	63	18.69
10-12	2	5	0	2	4	13	3.86
13-15	2	1	4	7	4	18	5.34
16-18	1	1	2	0	1	5	1.48
19 & above	3	0	0	6	8	16	4.75
<b>Total</b>	<b>62</b>	<b>54</b>	<b>67</b>	<b>54</b>	<b>100</b>	<b>337</b>	<b>100</b>

The table above revealed that the most number of respondents distributed for their years of service in this study was from the range of 4 to 6 years which is represented by 155 or 45.99 percent, while the most minimal representation of the length of service was from 16 to 18 years which constitutes 5 or 1.48 percent of the school heads. Majority of the school heads fell under the bracket of 1 to 9 years in service as principal. This data was represented by 268 or 79.52% of the school heads. Such data suggest that the majority of the school heads were at the initial or pioneering years of their service as principals of their respective schools. Therefore, most of the respondents were of younger to middle age respondents who were most likely at the first decade of their personnel management experience as school heads.

## 4.2. Seminars Attended

Table 3 reflects the profile of the respondents in terms of their seminars attended.

TABLE 5: Frequency and Percentage Distribution of the Respondents' Profile in Terms of their Seminars Attended.

Seminar Level	Cav.	Lag.	Bat.	Riz.	Que.	Total	%
School based	0	0	2	2	1	5	1.48
District based	0	0	2	1	3	6	1.78
Division based	2	0	2	2	13	19	5.64
Regional based	3	1	2	3	10	19	5.64
National based	3	2	0	5	6	16	4.75
At least with 2 seminar levels	4	4	11	12	11	42	12.46
At least with 3 seminar levels	31	23	31	11	43	139	41.25
At least with 4 seminar levels	14	20	17	9	11	71	21.07
All Seminar Levels	5	4	0	9	2	20	5.93
Total	62	54	67	54	100	337	100.00

The data above indicated that out of 337 respondents' seminar/training attended five (5) or 1.48% were school based, 6 or 1.78% were district based, 19 or 5.64% were division based and regional based, and 16 or 4.75 were national based only. Collectively, 42 or 12.46% acquired at least 2 seminar levels, 139 or 41.25% attained at least 3 seminar levels which is also the highest distribution, 71 or 21.07% had 4 seminar levels, and 20 or 5.93% managed to attend all the seminar levels from school based to national based.

So, the data show that majority of the respondents' have attended at least three (3) seminar categories or levels during their service as school head. These seminars and trainings oriented them and equipped them with the needed and appropriate knowledge, techniques, and practices in influencing people **Techniques and Practices of School Heads in Influencing People**

Table 4 portrays the profile of the respondents in terms of the techniques and practices of the school heads in knowing their school personnel.

The data above revealed the school heads' techniques and practices used in influencing their personnel. The indicators consisted of twenty (20) items pertinent to the techniques and practices if the school heads.



TABLE 6: Level of personnel management practices of the school heads in knowing their school personnel.

Item	Cav.	Lag.	Bat.	Riz.	Que.	Total	V.I.
1	4.79	4.94	4.81	4.67	4.76	<b>4.79</b>	H.P.
2	4.79	4.72	4.63	4.52	4.61	<b>4.65</b>	H.P.
3	4.63	4.67	4.52	4.33	4.57	<b>4.54</b>	H.P.
4	4.73	4.70	4.69	4.39	4.61	<b>4.64</b>	H.P.
5	4.66	4.67	4.64	4.57	4.63	<b>4.63</b>	H.P.
6	4.55	4.74	4.67	4.43	4.51	<b>4.58</b>	H.P.
7	4.69	4.80	4.61	4.39	4.63	<b>4.62</b>	H.P.
8	4.66	4.69	4.55	4.50	4.59	<b>4.60</b>	H.P.
9	4.82	4.59	4.63	4.65	4.65	<b>4.67</b>	H.P.
10	4.81	4.76	4.61	4.52	4.56	<b>4.65</b>	H.P.
11	4.73	4.72	4.54	4.54	4.57	<b>4.62</b>	H.P.
12	4.60	4.78	4.67	4.31	4.48	<b>4.57</b>	H.P.
13	4.79	4.67	4.69	4.56	4.68	<b>4.68</b>	H.P.
14	4.71	4.76	4.60	4.56	4.65	<b>4.66</b>	H.P.
15	4.74	4.72	4.76	4.30	4.59	<b>4.62</b>	H.P.
16	4.61	4.67	4.45	4.52	4.56	<b>4.56</b>	H.P.
17	4.77	4.74	4.58	4.50	4.53	<b>4.62</b>	H.P.
18	4.56	4.67	4.61	4.20	4.42	<b>4.49</b>	H.P.
19	4.79	4.61	4.67	4.52	4.59	<b>4.64</b>	H.P.
20	4.58	4.59	4.73	4.35	4.46	<b>4.54</b>	H.P.
<b>GWM</b>	<b>4.70</b>	<b>4.71</b>	<b>4.63</b>	<b>4.47</b>	<b>4.58</b>	<b>4.62</b>	<b>Highly Practiced</b>

Legend: H.P. = Highly Practiced; G.W.M. = General Weighted Mean

The general weighted mean of all indicators in all provinces fell under the bracket of 4.20 to 5.00 which is interpreted as “Highly Practiced”. This is also true with the general weighted mean on each province which also fell under “Highly Practiced”, i.e., Cavite with 4.70, Laguna with 4.71, Batangas with 4.63, Rizal with 4.47 and Quezon with 4.58.

Indicator #1 which states “command respect from everyone on the teachers” received the highest remark from the provinces of Laguna (4.94), Batangas (4.81),

Rizal (4.67), and Quezon (4.76). Cavite garnered 4.82 as the highest for the indicator #9 which says “encourage teachers to work toward the same goal”.

Cavite had indicator #6 which states “symbolize success and accomplishment within the profession of education” with 4.55 as lowest. For Laguna, indicators #9 – “encourage teachers to work toward the same goal” - and #20 – “does not settle for second best in the performance of the work as the teachers.” both acquired 4.59 as their lowest remark. Batangas acquired 4.45 for indicator #16 as lowest which says “stimulate them to think about what their doing for the students”. Finally, Rizal and Quezon both attained 4.20 for item #18 portraying that “insist on only the best performance from the teachers” as the least.

The overall general weighted mean of all provinces and indicators was 4.62 which were interpreted as “Highly Practiced”. This means that the techniques and practices indicated in the items under the questionnaire which intends to influence their personnel are greatly and highly manifested by the school heads in their respective schools.

This implies that the school heads of the CALABARZON region public schools are very much knowledgeable and aware of the practices and techniques needed to influence their personnel in achieving goals and tasks. They acknowledged the high level of implementation of these techniques and practices.

**On the Comparison of the evaluation of the techniques and practices of the school heads in influencing their personnel when grouped according to profile.**

Table 5 presents the test of differences on the techniques and practices of the principal-respondents in influencing their personnel when grouped according to their educational attainment, length of service as principal, seminars attended and province from which they belong.

TABLE 7: The Test of Differences of the Respondents’ Techniques and Practices in Influencing Their Personnel When Grouped According to Profile.

Practices and Techniques in Influencing People when Grouped According to:	F-value	Sig.	Decision	Interpretation
Educational Attainment	7.878	.000	Reject H <sub>o</sub>	with significant difference
Length of Service	4.376	.000	Reject H <sub>o</sub>	with significant difference
Seminars Attended	3.205	.002	Reject H <sub>o</sub>	with significant difference
Province	4.371	.002	Accept H <sub>o</sub>	with significant difference

As disclosed in Table 7, sig. values for educational attainment and length of service as principal received a value of 0.00, on both cases respectively. While for seminars attended and the province from which they belong garnered a value of 0.002, also on both cases. These infer that the significant value is equal or less than the declared significant alpha value of 0.05. This means that all the demographic profile of the school heads have significant differences when compared to their techniques and practices in influencing their personnel. This denotes that the null hypothesis that there is no significant difference on the practices and techniques used by the school heads in influencing their personnel when grouped according to profile should be rejected.

The results imply that the degree of education attained and seminars attended by the respondents differ in the approach they take in influencing their personnel management. In the same light, the length of service of the principals whether they are pioneering or long tenured principals also matter in the practices and techniques they apply in influencing their people. It is also indicative that the provinces from which they belong also vary in their practices and techniques in influencing their people.

This result yielded a contrary finding from the study of Lea Daradal Canivel (2010) at UP Diliman, which indicated no significant differences among the demographic profile of the principals and their performance and practices in leading, influencing and managing their personnel.

### **In the event of the study, what program or course design can be proposed in order to improve school heads' personnel influence?**

Success in school management requires understanding the psychology that determines both individual attitudes and behaviors of ones people. Great leaders/managers must be aware and at the same time apply the techniques and practices in influencing their personnel, leveraging their team's attitudes, thoughts and beliefs to inspire their best work.

This proposed program/crash course will introduce frameworks and principles that will allow the school head to better understand their people and more effectively manage themselves and others.

Ideal for anyone with current or anticipated management responsibilities, the course should include and examine topics such as motivation, interpersonal dynamics, influence and persuasion, group decision making, school and organizational culture, and ethics and leadership.

## 5. General Objectives

The intention of the crash course/program must include the following:

Develop a framework for understanding how to improve continuously and effectively influence others.

Learn the art of giving and receiving feedback to monitor progress.

Be able to recognize and overcome flaws in management strategies.

## 6. Specific Objectives

By the end of this program/course design, school heads will be able to:

Tap into their personal strengths in communicating and know when to invoke different methodologies when influencing people

Understand ways of influencing others without resorting to power-plays and applying direct pressure

Persuade other people by the use of pro-active, win-win strategies

Draw upon professional ways of gathering evaluation and monitoring changes from subordinates

Identify the strategies, techniques and practices that does not fit in the school situation as well as personal flaws in effectively influencing people.

### 6.1. Training methodology

The seminar is designed as a highly interactive series of sessions that build on the school heads' current skills and experience. Communication and persuasion practices will be highlighted based on the school heads context and experiences.

Impact

The school heads are expected to:

1. Plan and prepare more effective meetings, presentations, communications and briefs
2. Make better and quicker decisions and be able to communicate the benefits more clearly
3. Communicate more effectively and with better understanding of their verbal and nonverbal impact on others

4. Increase their natural communication style and start to enjoy communicating
5. Plan and prepare more professional presentations, meetings and communications
6. Find it easier to influence and persuade others
7. Recognise the impact of negotiation gambits used by themselves and others and how to turn them to their advantage
8. Understand their preferred communication style and the impact of their vital non-verbal signals

## 6.2. Course outline

### Day 1 - Personal Inner Communication Essentials

What is Communication?

What does effective Communication mean?

Understand the 3 major levels of Communication

Intra- Personal (with Oneself)

Inter-Personal (with another Individual)

Inter-Active synergy (with a group of persons)

Appreciate the different 'fields of experience'

Discover the power of Non-Verbal Communication

Study the Non-Verbal empowerments

Understand why your personal Self-Image has a great deal to do with your presentation, language, style and content

Controlling your subconscious mind to communicate effectively

### Day 2 - Understanding Communication and Persuasion

Understanding the communication cycle

Analyse the Communication Pyramid

Know the power of words in the communication process

Understanding the brain, during the communication process

Understand the keys to successful public speaking

How to develop and present a vital speech

How to dress professionally and appropriately

Find out the right and wrong ways in body posture

How to use your voice effectively

Discover the power of illustrations and stories  
How to listen actively and respond accordingly  
Know the power of influence  
Day 3 - Communicating and Presenting Effectively  
Learn how to organize your presentation  
What to do prior to a presentation  
Understand the impact of Visual communication  
Understand the psychology of the Smile in communication  
How to present to a cross-cultural audience  
Observe what features attract an audience  
Learn how to analyse your audience  
Using positive visual imaging  
Day 4 - Communication Strategies for Professional Excellence  
How to an effective decision maker, in the communication process  
How to use strategic communication negotiation skills  
Discover the Keys to making an effective presentation  
Day 5 - Applying Personal Influence and Persuasion  
Analyse the strategic principles for effective communication  
Apply these Communication principles into a "Plan of Action" for your life and incorporation into your school infra-structure  
How to be proactive and make things happen  
Essential communication practices for ongoing success

## 7. Conclusion and Recommendations

### 7.1. Profile of the respondents

The school heads with PhD/EdD units and MA degrees have the most number of respondents compared to the rest. It is also relatively evident that very few school heads already accomplished their Doctorate degrees, while others were merely starting to take graduate studies. This implies that majority of the school heads in the CALABARZON region possess graduate level acuity and orientation. This would one way or another may contribute and aid them in their supervision and administrative functions, especially in managing and influencing their subordinates.

With reference to the length of service, the majority of the school heads were at the initial or pioneering years of their service as principals of their respective schools. Therefore, most of the respondents were of younger to middle age respondents who were most likely at the first decade of their personnel management experience as school heads.

In terms of seminars attended, the majority of the respondents' have attended at least three (3) seminar categories or levels during their service as school head. These seminars and trainings oriented them and equipped them with the needed and appropriate knowledge, techniques, and practices in influencing people.

Additional or other demographic or psychographic profiles as variables may be included and suggested for future research endeavors. The region should capitalize on the great volume of principals with higher educational attainment as asset in promoting seminars / trainings / conferences regarding techniques and practices in influencing and managing personnel for other principals of CALABARZON especially those who received and participated very minimally on seminars and trainings.

### **1. Techniques and Practices of School Heads in Influencing People**

The techniques and practices used by the school heads in influencing their people received a weighted mean interpreted as "Highly Practiced". This implies that the school heads of the CALABARZON region public schools are very much knowledgeable and aware of the practices and techniques needed to influence their personnel in achieving goals and tasks. They acknowledged the high level of implementation of these techniques and practices.

Even though the respondents garnered a Highly Practiced appraisal for their techniques and practices, the results will be reinforced and verified if the school heads will be subjected to the assessment of their colleagues, supervisors and subordinates. This will serve as a form of triangulation of evaluation among the respondents to support or even contradict the exiting findings. This recommendation will serve as a multi-facet research validating the techniques and practices of school heads. Further researches with regard to current or updating the techniques and practices of the school heads and even a comparative study on the techniques and practices in influencing people from different regions or nationalities may be ventured on.

### **2. The Comparison of the evaluation of the techniques and practices of the school heads in influencing their personnel when grouped according to profile.**

The results imply that the degree of education attained and seminars attended by the respondents differ in the approach they take in influencing their personnel management. In the same light, the length of service of the principals whether they are pioneering or long tenured principals also matter in the practices and techniques they apply in influencing their people. It is also indicative that the provinces from which they belong also vary in their practices and techniques in influencing their people

The current comparison yielded significant differences in all the variables. A follow up study on determinants or predictors for the success of the implementation of the techniques and practices of the school heads may be conducted to project continuity of study. Other demographic or psychographic variables may also be included and tested for differences. Other management or leadership qualities may also be correlated to find association with the techniques and practices of the school heads in influencing their personnel.

### **3. The Comparison of the evaluation of the techniques and practices of the school heads in influencing their personnel when grouped according to profile.**

With regard to the proposed crash course design, the researcher recommends the adaptation and implementation of the program to respective provinces or divisions. The program may be modified in order to adjust to the relative need and context of each province or division. The limitation of the program is that it focuses only in the continuous improvement of school head influence skills, e.g., communication, motivation and persuasion. The recommendation is also based only on what the study has yielded.

## **AUTHOR'S NOTE**

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