

# Leadership Competence of Classroom Teachers in Selected Public Secondary Schools

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**Abstract:** *The purpose of this study was to evaluate the leadership skills of classroom instructors in a sample of San Jose Del Monte City City Division public secondary schools. It used descriptive research methodology. Based on the self-evaluation of the 227 teacher respondents from five (5) selected public secondary schools during the 2013–2014 school year, and using the Teacher Leader Model Standard as the survey questionnaire, the practices of teacher leadership were determined. The sample size for the study that took respondents' availability into account was chosen using simple randomization. The analysis of data made use of basic statistical techniques such frequency counts, percentages, computation of weighted averages, and Spearman's Rho Correlation. Additionally, the degree of correlation between the instructors' profiles and the levels of leadership competencies across the domains included in the standard was assessed. The majority of respondents, according to the findings, were in their middle adulthood stage, followed by those in their early adulthood stage and those in their late adulthood stage, which had the fewest respondents. The departments with the highest percentage of respondents were Science and MAPEH, respectively. The majority of teacher-leader responders have completed their master's degree coursework and have been employed for between six and ten years. Fostering a Collaborative Culture to Support Educator Development and Student Learning, which received the highest mean and was evaluated as "Often," is the teacher function that came in first place among the seven domains. "Improving Outreach and Collaboration with Families and Community" is ranked last and is vocally translated as "Sometimes". Additionally, 5 of the 7 domains received a verbal interpretation of "Sometimes" in them. Based on the study's findings, the researcher came to the following conclusion on the leadership skills of classroom teachers: Teachers frequently promote a collaborative atmosphere to support professional development and student learning. They frequently make investments to increase community engagement and teamwork with families. Overall, most teacher-leader duties are periodically performed by classroom instructors.*

**Keywords—**Leadership competence, classroom teachers, descriptive type of research

## 1. INTRODUCTION

It is commonly acknowledged that strong leadership is essential to achieving school development. The Philippines' educational system longs for high-quality instruction, and teachers are seen as key players in making this vision a reality. Many people think that good teachers equal good education.

The effectiveness of teachers may depend on how they develop their leadership abilities to fulfill their duties as key players in the advancement of education. In order to meet the requirements of students, schools, and the teaching profession, their leadership is crucial. While leadership competencies are the leadership abilities and behaviors that contribute to outstanding performance, leadership is the process through which one person influences another to attain a common goal [1].

## 2. RELATED WORKS

Teacher leadership has been characterized as the process by which teachers, either individually or collectively, persuade their principals, coworkers, and other members of the school community to enhance teaching and learning methods. The main goal of teacher leadership is to provide teachers greater leadership responsibilities and decision-making authority without removing them from the classroom. Organizations can more effectively identify and nurture the following generations of leaders by adopting a competency-based approach to leadership. The active participation of teacher leaders in the

classroom and outside is essential for school improvement. Another author noted that other writers had offered definitions of teacher leadership that distinctly distinguished it from more conventional leadership philosophies [3].

There, teacher leadership was defined as "the capacity to inspire subordinates to change, to do things they would ordinarily not consider in the absence of the leader." Similar to this, teacher-leaders are defined as "teachers, who are leaders, leading within and beyond the classroom, identifying with and contributing to a community of teacher, learners, and leaders, and influencing others towards improved educational practice" [4].

Unlike conventional ideas of leadership, a scholar defined teacher leadership as being characterized by a type of collective leadership in which instructors build competence via cooperative work [5]. The Teacher Leadership Exploratory Consortium (TLEC) listed and discussed the duties of the teacher-leader, including using group processes to assist colleagues in solving problems cooperatively, making decisions, managing conflict, and fostering meaningful change; modeling effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional development.

But teacher-leaders claim that having limited time makes it difficult for them to excel in both of their dual jobs [9]. Due

to their increased workload and limited free time, individuals frequently have to make decisions that limit their capacity to perform both duties well. The largest challenges for teacher leaders are frequently a lack of support and encouragement from school officials and other teachers [10]. In general, the concept of teacher leadership is long overdue. Opportunities for teacher leadership can aid in luring talented people into the field who might not have otherwise chosen it [11][12].

The Department of Education (DepEd) must, therefore, make an effort to make use of the teaching force's existing knowledge by providing opportunities for recognition and particular leadership roles for those who want the increased responsibility that comes with leadership [13][14]. Accordingly, the researcher thinks that the teacher enhancement program for the teachers of chosen public secondary schools in the Division of San Jose Del Monte City will use the assessed leadership competency level based on this study as a basis for providing potential solutions for the aforementioned issues.

### 3. STATEMENT OF THE PROBLEM

This research aimed to determine the level of leadership competencies of classroom teachers in selected public secondary schools of Division of San Jose Del Monte City.

Specifically, it sought to answer the following questions:

1. What is the profile of the teacher respondents in terms of:
  - 1.1 Age,
  - 1.2 Specialization,
  - 1.3 Educational Attainment,
  - 1.4 Length of Service
2. What is the level of leadership competence of classroom teachers in terms of the following domains :
  - 2.1 Fostering a collaborative culture to support educator development and student learning
  - 2.2 Accessing and using research to improve practice and student learning
  - 2.3 Promoting professional learning for continuous improvement
  - 2.4 Facilitating improvements in instruction and student learning
  - 2.5 Promoting the use of assessment and data for school and district improvement
  - 2.6 Improving outreach and collaboration with families and community
  - 2.7 Advocating for student learning and profession
3. Is there a significant relationship between level of teachers' leadership competency based on the set domains and the teachers' profile?

### 4. METHODOLOGY

This study used the descriptive type of research which is designed for the research to gather information about present existing conditions needed in the chosen field of study. This method entitles the researcher to interpret the theoretical meaning of the findings and hypothesis development for further study. Descriptive survey is suitable whenever the subjects vary among themselves and one is interested to

understand the nature, characteristics of the respondents, the components of such characteristics and the different aspects relating the phenomena examined [15][16].

The participants of the study included two hundred twenty-seven (227) permanent/regular classroom teachers in the five (5) selected secondary public schools of City Schools Division of San Jose Del Monte, School Year 2022 - 2023.

The instruments were set of questionnaires adapted from Teacher Leader Model Standards as developed by the TLEC (2011). These standards are designed to encourage professional discussion about what constitutes the full range of competencies that teacher-leaders possess and how this form of leadership can be distinguished from, but work in tandem with, formal administrative leadership roles to support good teaching and promote student learning.

The questionnaire includes fostering a collaborative culture to support educator development and student learning, accessing and using research to improve practice and student learning, promoting professional learning for continuous improvement, facilitating improvements in instruction and student learning, promoting the use of assessments and data for school and district improvement, improving outreach and collaboration with families and community, and advocating for student learning and the profession.

The frequency and percentage distribution will be used to identify the respondents according to their age, specialization, educational attainment and length of service. The frequency was also present the actual response of the respondents to specific question or item in the questionnaire.

It is used to identify and test the strength of relationship between two sets of data and often used as a statistical method to aid with either proving or disproving a hypothesis.

### 5. RESULTS AND DISCUSSIONS

#### Profile of Teacher Respondents

The researcher found out that majority of the respondents belongs to the middle adulthood stage with the highest frequency of 92 (40.53%). Next are those belonging to young adulthood stage with the frequency of 56 (24.67%) while late adulthood stage got the lowest number of respondents with the frequency of 2 (0.88%).

Most of respondents are came from Science Department with the frequency of 36 (15.86%) and MAPEH Department got the lowest frequency of 15 (6.61%), this difference was imparted because of teachers distribution per subject area in our school system. Most teacher leader respondents are having their units in Master's Degree with a frequency of 112 (49.34%). Most respondents who are in service for 6 to 10 years got the frequency of 75 (33.04%).

#### Level of Leadership Competence of Classroom Teachers

There were 7 domains on Teacher Leader Model Standard that consist of different functions of teacher leaders. Results were gathered from respondents' self-rate assess went on their level of leadership competence towards based on given standards. Findings show that general weighted mean is 3.33

that signify that the respondents see, feel or perceive themselves undertaking these teacher-leader functions and practices "Sometimes" and practitioners of Teacher Leadership.

Of the 7 domains, ranked first is the teacher function of "Fostering a Collaborative Culture to Support Educator Development and Student Learning", getting the highest mean of 3.77 or "Often". Ranked last is "Improving Outreach and Collaboration with Families and Community" with a mean of 3.37 or "Sometimes". Furthermore, out of 7 domains 5 of it got a verbal interpretation of "Sometimes". It indicates that there is a need to develop a Teacher Leadership Enhancement Program, to enhance the level of leadership competence of classroom teachers in the Division of San Jose Del Monte City, in which the result of this study will be a big help in serving as a basis in formulation of such program.

### **Significant Relationship between the Level of Teachers' Leadership Competency based on the Set Domains and the Teachers' Profile**

A significant relationship between the variables is said to exist if P-value is less than or equal to the level of significance ( $\alpha = 0.05$ ). Since P-values for all domains are greater than 0.05, it concludes that there is no significant relationship between the respondents' mean assessment towards the level of teachers' leadership competency based on the set domains and the teachers' age.

There is no significant relationship between the respondents' mean assessment towards the level of teachers' leadership competency based on the set domains and the teachers' educational attainment.

Furthermore, there is no significant relationship between the respondents' mean assessment towards the level of teachers' leadership competency based on the set domains and the teachers' length of service.

## **6. CONCLUSIONS**

Majority of the respondents belongs to the middle adulthood stage given the age bracket of 31 to 40; most of them were from Science Department, having their units in Master's Degree and are in the service of the school for 6 to 10 years.

In the level of leadership competence of classroom teachers the result showed that: teachers very so often, in fostering a collaborative culture to support educator development and student learning. Too very so often, invest in improving outreach and collaboration with families and community. Overall, classroom teachers occasionally practice most of the teacher-leader functions. It shows that there is a need in developing a proposed Teacher Leadership Enhancement Program that will help teachers improve their leadership skills and competencies.

The result showed that there is no significant relationship between the level of teachers' leadership competency based on the set domains and the teachers' profile.

## **7. RECOMMENDATIONS**

In the light of the foregoing findings and conclusions, the following recommendations were offered:

1. Schools as initiated by principals, should recognize and advocate teacher-leaders leadership in their organization. It is necessary if change is to take hold. Teacher leadership should be strengthened; schools should be re-organized to give teachers "richer opportunities to be leaders".

2. School administrators with the help of teacher organizations should create and provide different programs and/or activities that uphold teacher leadership on their schools such as seminar-workshop on teacher-leadership, curriculum planning and research, community involvement and team-building activities.

3. Develop and propose a Teacher Leadership Enhancement Program that will advance and encourage teachers to take charge of their functions as teacher leaders.

4. Provide a comprehensive action plan that will improve teacher-leadership roles of classroom teachers based on the assessed competency.

5. Teachers should improve and strengthen their leadership competency based on the identified teacher leader functions.

6. A study that involves looking into the relationship of teacher leadership and student academic achievement of performance be made. There is a lack in the body of research available that looks into the relationship of the two variables.

7. The present study may be reviewed, critiqued and even replicated using more varied samples of variables and not be limited to secondary schools only but should also include elementary schools.

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