

Leadership Actions among School Heads and Professional Expansion Preferment of Teachers

FRANCISCO P. DIAZ, JR.

Master of Arts in Education Major in School Administration and Supervision, East West Mindanao Colleges INC.
Kamasi, Ampatuan, Maguindanao

Teacher, Lacaron Elementary School, Division of Davao Occidental, Department of Education, Philippines, 8011

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Abstract: This study is aimed to find out the relationship between leadership actions among school heads and professional expansion preferment of teachers. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Malita District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2024-2025. Research instruments on leadership actions among school heads and professional expansion preferment of teachers were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the study found to exhibit a very high level of leadership actions among school heads there is a very high level of professional expansion preferment of teachers, there is a significant relationship between leadership actions among school heads and professional expansion preferment of teachers. This implies that the higher the leadership actions among school heads, the higher is the professional expansion preferment of teachers. Thus, the null hypothesis of no significant relationship between leadership actions among school heads and professional expansion preferment of teachers was rejected.

Keywords: leadership actions, school heads, professional expansion preferment, teachers, school administration and supervision.

I. INTRODUCTION

No one is born brilliant in their job. Every successful teacher has been learning and working on their skills for a long time, taking advantage of professional development opportunities over their tenure in their career. Education helps career-minded individuals improve their skills and become more proficient at work. At the height of the technological advancement which submerges to the education system, children have evolved from mere receivers of information to more complex participants in the class. Their interest in a subject is not restricted to the classroom's partitions (Abu Nasra & Arar, 2020).

In the ever-evolving landscape of education, the intersection between professional development promotion and the leadership behavior of school heads stands as a critical juncture influencing the overall efficacy of educational institutions. As we navigate this complex terrain, it becomes evident that despite the substantial investment in professional development initiatives for educators, there exists a persistent gap in translating these opportunities into tangible and transformative leadership practices among school heads (Bellibaş, Gümüş & Liu, 2021).

Among researchers, educational policymakers, and practitioners, there is an emerging consensus that teacher professional development is vitally important to education reform as we approach the next millennium. It seems trite to assert that teacher professional development is critically important to school improvement focused on enhanced student learning outcomes. Nonetheless, there continues to be a need to communicate the importance of continuous learning and development for educators, individually and collectively, to people in and out of schools (Cansoy, Parlar & Polatcan, 2022).

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Professional promotion in work has been the most common goal among teachers. However, there are a number of teachers who were not promoted even they claim that they have the required documents and they meet the criteria. This made the teachers feel discouraged or they lost their interest to work better. Others leave the workplace and seek transfer in other institution which add to attrition (Francisco, 2019).

Meanwhile, teachers work their best to be promoted from work. However, chances have not favored their side with reasons they try to understand. They earn advanced degrees studies and initiate activities required for the promotion to ensure they will quality. Some teachers conduct research and initiate innovations to help students perform better but they are still waiting to be promoted to a higher rank (Gümüş & Bellibaş, 2023).

To date, there has no study conducted in the local context regarding the correlation between leadership actions among of school heads and professional expansion preferment of teachers. Undeniably, the need to give special attention to this concern is important in order to increase teachers' self-worth and esteem. It is on this reason that this research is conceptualized in order to explore on the given topic and to look into the veracity of the presented problems on professional expansion preferment of teachers.

II. BODY OF ARTICLE

Statement of the Problem

This study aimed to determine the relationship between leadership actions among school heads and professional expansion preferment of teachers. Specifically, this study sought the answer to the following questions:

1. What is the level of professional expansion preferment in terms of:
 - 1.1. career goal progress;
 - 1.2. professional ability;
 - 1.3. promotion speed, and
 - 1.4 Seminars and Trainings Conducted?
2. What is the level of leadership actions among the school heads respondents in terms of:
 - 2.1. representation;
 - 2.2. persuasiveness
 - 2.3. initiation of structure, and
 - 2.4. tolerance of freedom?
3. Is there a significant relationship between professional expansion preferment and leadership actions among the school heads?

Hypothesis

The following hypotheses will be treated at 0.05 level of significance.

1. There is no significant relationship between professional expansion preferment and leadership actions among the school heads.

III. METHODOLOGY

Research Design

This study utilized a quantitative correlational design is a type of non-experimental research design used to determine whether and to what degree a relationship exists between two or more quantifiable variables. This study will find out the significance of the relationship between professional expansion preferment and leadership actions among the school heads.

Statistical Treatment

The following statistical tools were used in the analysis of data.

Mean. This was used to determine the level of professional expansion preferment and leadership actions among the school heads.

Pearson r. This was used to determine the significance of the relationship between professional expansion preferment and leadership actions among the school heads.

IV. RESULTS AND DISCUSSION

Level of Leadership Actions among the School Heads

Shown in Table 1 is the level of leadership actions among the school heads with an overall mean of 4.11 with a descriptive equivalent of very high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated indicators, representation ranked first with a mean score of 4.13 or very high, persuasiveness, 4.12 or very high, initiation of structure, 4.11 or very high, and tolerance of freedom, 4.11 or very high.

Table I. Level of Leadership Actions among the School Heads

Indicators	Mean	Descriptive Levels
Representation	4.13	Very High
Persuasiveness	4.12	Very High
Initiation of Structure	4.11	Very High
Tolerance of Freedom	4.11	Very High
Overall	4.11	Very High

The result of the study is aligned with the statement of Cansoy (2019) who believed that school principal leadership behavior plays a vital role in shaping educational success. Effective principals exhibit visionary, instructional, and transformational leadership qualities that enhance student achievement, teacher performance, and school culture. By continuously improving their leadership skills, engaging in professional development, and fostering collaboration, school principals can create a thriving educational environment. Investing in strong leadership ensures that schools remain places of learning, growth, and excellence for students and educators alike.

This is also supported by the pronouncement of Baptiste (2019) who said that the leadership behavior of a school principal determines the overall functioning and success of the school. A strong leader creates a vision for the institution, establishes a culture of excellence, and ensures the efficient management of resources. Effective leadership directly influences student performance by fostering an environment conducive to learning. Principals who prioritize student-centered policies, instructional quality, and teacher development contribute to improved academic outcomes.

Level of Professional Expansion Preferment

Shown in Table 2 is the level of professional expansion preferment with an overall mean of 4.10 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Table II. Level of Professional Expansion Preferment

Indicators	Mean	Descriptive Levels
Career Goal Progress	4.09	Very High
Professional Ability	4.13	Very High
Promotion Speed	4.10	Very High
Seminars and Trainings Conducted	4.11	Very High
Overall	4.10	Very High

Among the enumerated indicators, professional ability ranked the highest with a mean score of 4.13 or very high, career goal progress, 4.09 or very high, promotion speed, 4.10 or very high, and seminars and trainings conducted 4.11 or very high.

The result of this study is aligned with the statement of Anselmus Dami, Budi Wiyono, Imron, Burhanuddin, Supriyanto & Daliman (2022) professional who said that development also helps teachers adapt to various learning styles and student needs. By learning differentiated instruction techniques, they can tailor their teaching to accommodate diverse classrooms, ensuring that every student has the opportunity to succeed. In the modern classroom, technology plays a significant role in facilitating learning. Professional development allows teachers to stay updated on the latest educational technologies, such as digital learning platforms, interactive software, and online teaching tools. By integrating technology into their lessons, teachers can enhance student engagement and improve the overall learning experience.

This study is also aligned with the views of Liu & Hallinger (2018) who stated that education is a dynamic and ever-evolving field that requires teachers to continuously enhance their knowledge and skills. Professional development is an essential component of a teacher's career, ensuring that they remain effective educators who can meet the diverse needs of students. Through ongoing training, workshops, and advanced studies, teachers refine their teaching strategies, stay updated on educational trends, and improve student outcomes.

Significance on the Relationship between Leadership Actions among School Heads and Professional Expansion Preferment of Teachers

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.426 with a probability value of $p < 0.01$ which is significant at 0.05 level. Hence the null hypothesis which states that there is no significant relationship between leadership actions among school heads and professional expansion preferment of teachers is rejected.

The result of the study is in congruence with the statement of Fischer, Fishman, Dede, Eisenkraft, Frumin, Foster & McCoy (2018) who posited that Leadership within educational institutions plays a crucial role not only in shaping the academic climate but also in influencing the professional growth and career advancement of teachers. The leadership actions of school heads, including principals and administrators, directly affect how teachers evolve professionally and how opportunities for preferment or promotion are made available. This relationship is vital, as empowered and progressing teachers contribute more significantly to student achievement and school improvement.

Table 3. Significance on the Relationship between Leadership Actions among School Heads and Professional Expansion Preferment of Teachers

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Leadership Actions among School Heads and Professional Expansion Preferment of Teachers	0.426	0.000	Reject

This study is also aligned with the views of McChesney & Aldridge (2018) who said that one of the most impactful leadership actions is the support and facilitation of professional development. School heads who actively encourage and provide access to seminars, workshops, training programs, and graduate studies foster an environment of continuous learning. When school leaders prioritize these opportunities, teachers are more likely to expand their skills, keep up with educational trends, and apply innovative practices in the classroom, key elements of professional expansion.

V. CONCLUSION

Based from the findings of the study, conclusions are drawn in this section. The study found to exhibit a very high level of leadership actions among the school heads. This means that the provisions relating to leadership actions among the school heads is always manifested.

The study revealed a very high level of professional expansion preferment of teachers. This indicates that the provisions relating to professional expansion preferment of teachers are embodied in the item is always manifested.

The results of the study also confirm that there is a significant relationship between leadership actions among school heads and professional expansion preferment of teachers. This implies that the higher the level of leadership actions among school heads, the higher is the professional expansion preferment of teachers. Thus, the null hypothesis of no significant relationship between leadership actions among school heads and professional expansion preferment of teachers was rejected.

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