Levels of secondary school teachers' leadership and perceived support from the school management in Juban I and II Districts

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Abstract

Teacher leadership is needed in every learning institution. It empowers teachers to play proactive roles in shaping educational settings. The researcher of this study determined the levels of secondary teachers' leadership and perceived support from the school management and utilized a quantitative descriptive survey design and used adopted questionnaire. The study subjects were 64 secondary school teachers in Juban I and II Districts. The distribution of participants was as follows: six from Olimpio A. Guarin Jr. National High School, five from Lajong National High School, one from Biriran National High School, six from Guruyan National High School, 44 from Juban National High School, and two from Sablayan National High School, and the data were collected through Google Forms. Moreover, the researcher utilized the weighted mean and Pearson correlation coefficient in analyzing the gathered data. Findings revealed that the secondary school teachers agreed (3.65) on the level of teacher leadership and agreed (3.55) on the level of school management support as perceived. Furthermore, there was a weak relationship between the levels of secondary school teachers' leadership and perceived support from the school management. The researcher recommended that the leadership levels of secondary school teachers in Juban I and II districts should be sustainably promoted and enhanced. Support from school management for teacher leadership is essential. There should be a strong relationship between teachers and school management to achieve effective leadership. Additionally, action research should be conducted to improve teacher leadership and school management in the Juban I and II districts.

INTRODUCTION

Leadership is the process through which an individual persuades others to carry out a task and guides the organization in a way that strengthens its coherence and cohesiveness (Sharma & Jain, 2013). According to Strait (2020), leadership involves having the will, abilities, attitude, and other traits to inspire and influence different groups to accomplish a shared objective. Meanwhile, Ulrich and Smallwood (2012) said strategic decision-making, decision-making execution, talent management, talent development, and acting with personal integrity are all aspects of leadership.

Moreover, according to Kolzow (2014), some people see leadership as a collection of qualities or behaviors while others believe it to be made up of certain abilities and information and a process that emphasizes relationships and social engagement. Given the mentioned works, leadership has many meanings or faces. Therefore, leadership is a must for all organizations and all professions.

The leadership position for every organization is limited but the leadership function is for everyone within the organization. Meaning that teachers are also leaders. The ability of teachers to encourage co-workers, supervisors, parents, and other school community members to improve teaching and learning practices relative to students' learning and achievement in education for sustainable development is referred to as "teacher leadership" (Prabawani, Hadi, Zen, Hapsari, & Ainuddin, 2022).

Teacher leadership is anchored to the Sustainable Development Goals that create a strong teacher leadership development tool that will ultimately benefit students, teachers, and the entire world (Fresh Essay, 2023). It is widely believed that teacher leadership is essential to the success of schools (Cheung, Reinhardt, Stone, & Little, 2018).

The leadership of teachers covers the ideas of influence and power (Kamaruzaman, Musa, & Hashim, 2020). Moreover, as mentioned in the work of Lowery-Moore, Latimer, and Villate (2016), school change depends on teacher leadership (Fullan, 2005). Given these works, teacher leadership is vital in achieving the organization's vision and mission. However, teachers need support from the school management in applying leadership in their respective fields.

As concluded by Karacabey (2021) school heads' support relative to teachers' development and innovation are necessary and these are essentials for teacher leadership. Moreover, according to Munguia (2017), a support system for the teachers must be provided by the school heads. High expectations and trust are also embedded in the support system. Additionally, the school heads have a key role in establishing the direction, fostering a supportive school climate, and assisting the teachers (Day, Sammons, & Gorgen, 2020).

Based on the discussion of the mentioned works, teacher leadership is needed. Still, a teacher cannot do it alone without the full support of the school heads. Furthermore, teacher leadership in Juban I and II districts is needed for the teachers to enhance collaboration, demonstrate continuous and sustainable improvement, provide meaningful contributions to their respective schools and communities, and for the school management to provide support systems for their teachers. This research paper was timely in addressing, promoting, and supporting teacher leadership.

LITERATURE REVIEW

Several pieces of literature were gathered and reviewed to enrich the present study. Moreover, the mentioned related literature gives relevant insights to this present study. The following is the gathered related literature:

According to Freire and Fernandes (2016), teachers who realize their part in empowering co-workers can feel that they can exercise some influence on the organization toward a shared goal. It is strong evidence that each teacher is a potential leader in their respective schools. As suggested by Gurr and Drysdale (2013), teacher leadership must be structured in school, to emphasize its importance, and how these teacher-leaders can be better prepared and supported by the management.

According to Balyer, Ozcan, and Yildiz (2017), by empowering teachers, they can build competence in their professional development and realize their potential. Furthermore, by involving teachers, they can help to attain the institution's goals. Indeed, empowerment has something to do with leadership. In the study conducted by Phogat (2022), it was found that creating a culture of collaboration and empowering teachers could significantly improve students learning and advance the field of education.

Cosenza (2015) found out that teachers are potential leaders and there are many ways to make them leaders. In the study of Green (2021) teachers as leaders can be department chairs, school improvement team members, mentors, and other necessary roles. Moreover, the teachers' roles as leaders depend on the school head.

As discussed in the paper of Berry, Daughtrey, and Wieder (2010), the level of teacher leadership can be increased by increasing the opportunities given to teachers and this can lead to the success of the school. According to Oracion (2014), teachers as leaders demonstrate partnerships with their co-workers and the school's administration and work to establish an environment that promotes teaching and learning even under difficult conditions. Furthermore, these teachers have the necessary pedagogical and leadership skills, as well as a strong sense of moral obligation.

Naidoo (2019) found out that leadership support by the school heads plays an important role in the school's improvement. Part of this improvement is the teachers' role as school leaders. Relative to this, the teachers must be involved by the school administration in school planning, school budgeting, and other issues and concerns (Gemechu, 2014). Moreover, performing teachers need not only support but also reward. Okinyi, Kwaba, and Nyabuto (2015) revealed that school heads must determine the needs of the teacher-leaders. Empowerment and an aligned and shared vision are necessary for both teachers and school heads because these serve as parameters of leadership.

Meanwhile, Farooqi, Ahmed, and Ashiq (2019) found that there is a significant relationship between the teachers' performance which is connected to leadership and organizational support. Thus, more support means better performance. This is connected to the findings of Sowell (2018) that school heads must trust and support their teachers for the improvement of the school. Moreover, it can be done through mentoring, providing teachers' growth and development, collaboration with tasks, and allowing teachers to lead. Even Hussain, Atta, Khan, Bakhsh, and Sibtain (2021) said that school heads have a vital role in supporting their teachers toward development and school improvement.

The gathered literature discussed the teacher leadership, and the support needed by them coming from the school management. Moreover, the gathered literature also discusses the relationship and essence of teacher leadership and support from the school management. Thus, teacher leadership is a must for every school.

OBJECTIVES OF THE STUDY

The objective of this study was to determine the levels of secondary teachers' leadership and perceived support from the school management. Specifically, it determined the following:
1. The level of secondary school teachers' leadership in Juban I and II Districts.
2. The level of school management support as perceived by the secondary teachers.
3. The relationship between the levels of secondary school teachers' leadership and perceived support from the school management.

METHODS

Research Design

The researcher of this study utilized a quantitative descriptive survey design. A descriptive survey design describes or records the traits, tendencies, attitudes, opinions, or perceptions of the population or group being examined (Hassan, 2022). Using this research design, the researcher administered a survey questionnaire to a sample of respondents to determine the levels of secondary teachers' leadership and perceived support from the school management.

Respondents

There were 149 secondary teachers in the Juban I and II districts. The distribution was as follows: 22 teachers from Olimpio A. Guarin Jr. National High School, nine from Lajong National High School, 29 from Biriran National High School, 29 from Guruyan National High School, 61 from Juban National High School, and seven from Sablayan National High School.

To determine the sample size that would represent this population, the researcher applied Slovin's formula and used stratified sampling. As a result of the calculations, the expected respondents were the following: 21 teachers from Olimpio A. Guarin Jr. National High School, nine teachers from Lajong National High School, 27 teachers from Biriran National High School, 20 teachers from Guruyan National High School, 53 teachers from Juban National High School, and seven teachers from Sablayan National High School.

Ultimately, only 64 respondents agreed to participate in the study wherein six teachers were from Olimpio A. Guarin Jr. National High School, five teachers were from Lajong National High School, one teacher was from Biriran National High School, six teachers were from Guruyan National High School, 44 teachers were from Juban National High School, and two teachers were from Sablayan National High School. Following research ethics, respondents are not required to answer the questionnaire if they choose not to.

Research Instrument

The researcher of this study used the adopted research questionnaire from the research paper of Yusof, Vyapuri, Jalil, Mansor, and Noor (2017) which is available to the public. The adopted questionnaire has Cronbach alpha values of between 0.765 and 0.937. The research questionnaire was divided into two parts. Part 1 dealt with teachers' leadership and part 2 dealt with school management support. The five-point Likert scale below was used in answering the research questionnaire: 1-*Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree; 5-Strongly Agree.*

Data Collection Procedure

The researcher of this study used Google Forms and was helped by a focal person per school in disseminating the research questionnaire. Furthermore, the researcher ensured that research ethics were applied in the data-gathering procedure.

Data Analysis

To explain the data, the researcher applied statistical analysis. For research objectives one and two, the researcher applied weighted mean. Moreover, to interpret the data results on the level of secondary school teachers' leadership in Juban I and II Districts and the level of school management support as perceived by the secondary teachers, the researcher used the Likert scale below:

4.50-5.00-Strongly Agree

3.50-4.49-Agree

2.50-3.49-Neutral

1.50-2.49-Disagree

1.00-1.49-Strongly Disagree

For research objective three, the researcher applied the Pearson correlation coefficient (r). Furthermore, related literature and studies were also used to discuss and strengthen the data results.

RESULTS AND DISCUSSION

The level of secondary school teachers' leadership in Juban I and II Districts

Teacher leadership is an indicator of school success. In Juban I and II districts, the findings highlight that the secondary school teachers agreed that they are involved in creating students' standard behavior and classroom management policies (3.97) and have ethical standards that guide other people to follow (3.94). Moreover, it was noticeable that the secondary school teachers in Juban I and II districts were neutral in taking advantage of the opportunity to achieve the vision (2.94). Table 1 summarizes the level of secondary teachers' leadership in Juban I and II districts.

Table 1. *Level of secondary school teachers' leadership in Juban I and II Districts*

STATEMENTS	Weighted Mean	Interpretation
1. I take advantage of the opportunity to achieve the vision.	2.94	Neutral
2. I proactively anticipate future needs and challenges.	3.78	Agree
3. I have ethical standards that guide other people to follow.	3.94	Agree
4. I show exemplary practices related to "organizational change and innovation."	3.67	Agree
5. I access and use research to improve best practices.	3.47	Neutral
6. I am involved in creating students' standard behavior and classroom management policies.	3.97	Agree
7. I become a role model through leadership skills.	3.72	Agree
8. I am involved in developing school capacity strategically (vision and mission, professional development, infrastructure, finance, students' activities, and students' achievement).	3.63	Agree
9. I become a role model through leadership values.	3.80	Agree
10. I lead the new teaching programs.	3.36	Neutral
11. I take part in decision-making for the curriculum establishment in school.	3.90	Agree
Overall Weighted Mean	3.65	Agree

Teachers' leadership is essential for the effective organization of schools. According to the findings presented in Table 1, Simaremare, Rahman, Meftah, Baharuddin, and Ampera (2023) emphasized that teacher leadership can positively influence the school climate, leading to enhanced performance levels. Zembati, Yılmaz, Değirmenci, and Çelik (2023) also highlighted the connection between classroom management and teacher leadership, affirming that teachers serve as ethical leaders.

Furthermore, Sabir (2020) discovered that the ethical leadership exhibited by teachers reflects their commitment to society and has a beneficial impact on school organizations. These findings suggest that both classroom management and ethical leadership are key components of effective leadership, significantly affecting learning institutions and the broader community. Consequently,

secondary school teachers in the Juban I and II districts should continually work on improving these areas.

Additionally, Ndalamba, Caldwell, and Anderson (2018) pointed out that having a visionary approach is crucial for strengthening leadership aimed at better serving the community. As Maran, Baldegger, and Klösel (2022) noted, visionary leadership enhances the achievements of both employees and organizations. Thus, secondary school teachers in the Juban I and II districts must strive to become more visionary in their leadership practices. Meanwhile, according to Williams and Green (2022), teacher leadership is needed for the improvement of schools, and it needs various leadership strategies.

Overall, based on a comparison with the referenced research papers, it is clear that teacher leadership in the Juban I and II districts does not meet the high standards. The overall weighted mean of 3.65 indicates there is considerable room for improvement. Enhancing teacher leadership in these districts is essential for creating a more supportive and effective educational environment. By addressing the identified gaps, there is an assurance that the teachers can be better equipped to lead. Therefore, it is important to implement interventions and leadership programs to improve the quality of teacher leadership in Juban I and II districts.

The level of school management support as perceived by the secondary teachers

In terms of the level of school management support, as perceived by the secondary teachers in Juban I and II districts, it was noticeable that they agreed that their principals give a clear vision, and rational and moral concern for teacher leadership (3.70). This study also found that the secondary school teachers in Juban I and II districts agreed that their principals spread the learning culture to support teacher leadership development (3.66). However, the secondary school teachers in Juban I and II districts said that they are neutral if their principals identify criteria and performance indicators of excellence for teacher leadership (3.23). Table 2 summarizes the level of school management support as perceived by the secondary teachers.

Table 2. Level of school management support as perceived by the secondary teachers

STATEMENTS	Weighted Mean	Interpretation
1. Principals give credibility, public recognition, and power to be a leader.	3.57	Agree
2. Principals identify criteria and performance indicators of excellence for Teacher Leadership.	3.23	Neutral
3. Principals match the expertise with the workload and prioritize according to resource limitations.	3.47	Neutral
4. Principals provide examples of job descriptions, job contracts, expectations, and commitment of agreement to describe the task.	3.55	Agree
5. Principals spread the learning culture to support Teacher Leadership development.	3.66	Agree
6. Principals build blending and continuity across systems that can be adapted for use according to the ability of the teachers and schools' needs.	3.61	Agree
7. Principals always invite teacher leaders to share their successes, challenges, and best practices in the community.	3.61	Agree
8. Principals give a clear vision, and rational and moral concern for Teacher Leadership.	3.70	Agree
Overall Weighted Mean	**3.55**	**Agree**

According to the results in Table 2, Dayanti, Eliyana, Emur, and Pratana (2021) highlighted that support systems in leadership significantly influence the attitudes, behavior, and performance of employees. Yulindasari et al. (2020) noted that school leaders who possess a visionary approach and actively demonstrate leadership roles have a positive impact on their subordinates. School heads serve as agents of change within their schools, and these changes can be enacted through effective leadership (Aquino, Afalla, & Fabelico, 2021). Furthermore, school heads play a crucial role in promoting teacher leadership by empowering their teachers (Sebastian, Allensworth, & Huang, 2016).

This suggests that secondary school heads in Juban I and II districts are focused on supporting teacher leadership. However, these school heads need to continue providing support for their teachers concerning leadership in the long term. As indicated by Fathi (2020), school leaders must consistently assist their teachers concerning learning and development, as these are vital components of effective leadership.

Additionally, the learning culture associated with leadership development should be both sustainable and continuously improved. According to Klimaitienė, Derengovska, and Rudžionienė (2020), criteria and performance indicators are necessary to demonstrate excellence within an institution. Meanwhile, Meidelina, Saleh, Cathlin, and Winesa (2023) found out that school management could promote a better environment for teachers to grow their leadership roles.

In comparison to the previously mentioned research papers and an overall weighted mean of 3.55, it is clear that school management support for teacher leadership in the Juban I and II districts requires improvement. Strengthening school management support is essential for promoting effective and efficient teacher leadership to achieve the desired educational outcomes. By prioritizing school management support, schools can develop a more collaborative, participative, and empowering working environment for the teachers. This approach ultimately contributes to the overall success and development of the educational systems in Juban I and II districts.

Relationship between the levels of secondary school teachers' leadership and perceived support from the school management

Although technically a positive correlation, the relationship between the two variables was weak because the nearer the value is to zero the weaker the relationship. Table 3 summarizes the relationship between the levels of secondary school teachers' leadership and perceived support from the school management.

Table 3. *Relationship between the levels of secondary school teachers' leadership and perceived support from the school management*

VARIABLE 1	VARIABLE 2	r	N
School teacher's leadership	Level of school management support	0.1362	64

Meanwhile, relative to the results in Table 3, the data implies that there is a need to strengthen the teachers' leadership and level of school management support in Juban I and II Districts, and along the process, sustainability is needed. According to Kasapoglu and Karaca (2021), school heads are a big factor in nurturing teacher leadership. Moreover, teacher leadership is a collective effort between teachers and school heads and must be consistent and sustainable (De Klerk & Smith, 2022).

Based on the data and the mentioned research papers, it is essential to enhance the connection between teacher leadership and the school management support system in the Juban I and II districts. Strengthening the relationship can lead to more effective and efficient desired leadership outcomes. Improving collaboration between teachers and school management fosters a supportive working environment and this benefits the students in these districts.

CONCLUSION

Given the data results, the researcher concluded that the level of secondary school teachers' leadership in Juban I and II districts and the level of school management support as perceived by the secondary teachers did not meet the strongly agreed levels. Furthermore, there was a weak relationship between the levels of secondary school teachers' leadership and perceived support from the school management.

The researcher recommended that the leadership levels of secondary school teachers in Juban I and II districts should be sustainably promoted and enhanced. Support from school management for teacher leadership is essential. There should be a strong relationship between teachers and school management to achieve effective leadership. Additionally, action research should be conducted to improve teacher leadership and school management in the Juban I and II districts.

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