Article

Leadership in Education: Teaching and Learning aspects of education

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Abstract:

In an effort to improve the academic performance of students, a number of different approaches and innovations in education have been put into practice. As a result of these changes, school leadership has emerged as one of the most important topics in education. This is because administrators of schools believe that enhancing the working circumstances of teachers as well as the general atmosphere and environment of schools will have a substantial impact on the academic performance of students. The findings of the study indicated that the leadership styles of administrators were appropriate for meeting the requirements placed on teachers during the pandemic. It is important to emphasize that the leadership of administrators is vital in terms of solving problems with teachers when there are challenges to teaching and learning and making sure that DepEd-approved instructional approaches are communicated to new instructors. Both of these tasks are important. It is clear from this that administrators exhibit extraordinary skills in the management of the schools they oversee, as well as in the improvement of teaching and learning performance.

1. Introduction

The educational paradigm shift is something that a lot of teachers are still having trouble with, even though the 2020-21 school year has already begun; with most of the country being a few months into the school year and facing a patchwork of in-person, hybrid, and online learning, the difficulties associated with instructing students during a pandemic are still very much unresolved. This is because of the fact that there is still a lot of time left until the end of the pandemic (Chen, 2020). The advent of remote learning has presented educators with a new set of challenges. These challenges include an increase in the number of hours instructors are required to spend preparing for it (an average of eight hours per week), as well as a decrease in their sense of accomplishment as a result of the difficult working circumstances in high-poverty schools. According to the responses of one-third of educators, who were asked whether the COVID-19 epidemic increased

their likelihood of retiring early or quitting the profession, huge numbers of educators are leaving the sector earlier than planned and retiring earlier as a direct result of the epidemic.

Having strong educational leadership can have a positive difference on students' learning. This idea is neither unique nor very controversial. Even after decades of initiatives aimed at school reform, it is still not quite clear how important leadership is, how important its impacts are in supporting the learning of all students, and what the key elements of good leadership consist of. Those who have argued for increased attention and investment in leadership as a means of improving education on a wide scale have been forced to depend more on faith than on the truth because they lack reliable data to support their claims. (2017) (Wallace, 2014).

Leadership in education may have a tremendous impact on the culture that prevails throughout an entire institution. In addition to this, it might have an impact on how well pupils learn and how well they succeed. Strong leadership is increasingly being recognized by educational institutions as a prerequisite for implementing fundamental pedagogical shifts. Competent educational administrators have the potential to turn a school that is struggling into a model of academic achievement. You may become a better leader and have a more positive influence on others by learning about effective leadership styles in the educational setting (ECU, 2019).

According to a recent post published by LTS (2107), the term "leadership style" refers to the approach that an individual takes in order to direct people, put plans into action, and inspire those around them. Everyone, from CEOs to entry-level workers and everyone in between, is influenced in some way by the leadership style that is used. When it comes to their day-to-day job, many of your senior-level employees make use of a variety of different leadership styles. On the other hand, excellent leaders are adaptable enough to make use of a variety of leadership styles when the situation calls for them. You may be able to better grasp the many leadership styles that are currently available with the assistance of the training on supervisory responsibilities that is provided by the Nevada Association of Employers. This training may also assist you in recognizing the areas in which you excel. One of the most important leadership qualities that can help a company establish a competitive advantage is the ability to give employees and supervisors feedback that is both constructive and actionable (Albrecht et al. 2015). In the past, supervisory coaching has been regarded as being "at the core of the efficacy of management and leadership" (Ellinger and Kim 2014). The provision of performance feedback is beneficial to the efficacy of both the individual and the organization from the point of view of employee development (McCarthy and Garavan 2006). Workers gain benefits from receiving performance evaluations since the feedback assists them in better understanding their work requirements and in developing their skills

(Sommer and Kulkarni 2012). In spite of the fact that both behaviors have a strong connection to the leader–member interaction and that leaders can engage in both, the literature has differentiated them as separate aspects of employee development and revealed that supervisory coaching, but not performance feedback, are things that leaders can do. This is the case despite the fact that both behaviors have a strong connection to the leader–member interaction and that leaders can engage in both (Gregory, Levy, and Jeffers 2008).

Even though it is common knowledge that leadership is an essential component of structured education, the topic has not been given nearly as much consideration as it ought to have (Tanner & Laurel, 1987). According to the findings of a recent study, not one of the 180 schools assessed was able to increase student accomplishment records without competent school leadership. The data indicate that strong school leadership is closely linked to greater academic outcomes for the students. It is evidence that effective school leadership has a direct impact on the educational outcomes and accomplishments of students (SCU, 2019). Promoting and enabling school-wide teaching competence is an important component of effective school leadership practices that should be included in order to guarantee the quick development of all pupils. It is possible for school administrators and executive staff members who fulfill traditional leadership responsibilities to drive this leadership, but it is also possible for school leaders and instructors who do not have positions of authority that are clearly defined to drive this leadership.

It is the goal of transformational leadership to construct a school's culture and vision in order to improve the overall quality of school teaching and learning, to cultivate personnel, and to make overall improvements to the organization (Shatzer et al., 2014). Principals of transformation schools identify and express the objective of the school, serve as role models and mentors, build an environment conducive to learning, and encourage staff members to pursue continuous education. Motivational inspiration, individual concern, aspirational influence (charisma), and the stimulation of intellectual curiosity are the four key focuses of transformative leadership theory, according to Shatzer et al. By placing a greater emphasis on individuals, schools, teachers, and students will all reap the benefits (Bogler 2005; Griffith 2004; Griffith, 2005). According to the findings of a number of research (Leithwood & Jantzi, 2006; Ross & Gray, 2006), transformational leadership may have a significant influence on educators, but it has a much smaller bearing on the academic achievement of students. Instructional leadership and transformative leadership are two very different styles of leadership, each with their own set of important differences. It is essential to have a solid understanding of the distinction between transformational leadership and instructional leadership. A top-down approach, in which leaders take the key role in decision making, is required for instructional leadership.

Transformational leaders, on the other hand, get their employees involved in the creation of a shared vision and encourage them to strive toward its realization on their own initiative. Instructional leaders, for example, monitor and reward their staff while they work toward a predetermined goal. Second, instructional leadership focuses on making changes to the core curriculum, whereas transformational leadership uses the shared vision it has developed with its employees to support and drive reforms in the educational institution. Both types of leadership are important in the educational system. This section will now change its focus to an analysis of the ways in which instructional leadership styles and transformational leadership styles may both increase student outcomes.

Instructional leadership and transformational leadership are the theories that are discussed most frequently in the research that is related to education (Robinson et al., 2008). Researchers have recognised both of these theories as viable models of leadership appropriate for use by school principals (e.g., Hallinger, 2003; Shatzer et al., 2014). There are considerable differences between these notions, despite the fact that several of them overlap in some way. It's possible that school administrators who are trying to figure out the most effective strategy for increasing student performance will be confused by the situations presented here. This article will examine both instructional and transformational leadership strategies with the goal of improving the academic outcomes for students. In order to carry out this research, we will be concentrating on three primary areas: teaching and learning; collaboratively establishing school visions and objectives; and knowledge of and involvement with external factors that influence their school. Each of these areas is important in its own right.

This study assessed the perceptions of the group respondents on the leadership style of administrators in times of this pandemic. This research utilized descriptive research method to gather the information about the extent is the manifestation of the practices of the school heads in terms of leadership in education. It used to gain an understanding of underlying reasons and uncover prevalent trends on the perception of the respondents. The data gathered was utilize the appropriate statistical software with 0.05 level of significance. The respondents of the study are the identified School Heads and teachers. The instrument of the study was adopted from the study of Manatad (2018). Her study focused on the administrative and supervisory leadership style in relation to teaching and learning process in the school.

Results and Discussion

In order to determine the perceptions of the respondents' group in terms of instructional leadership styles of the administrators,

the mean results were provided, data shows that the statement principal /school heads work with teachers to address weakness and pedagogical problems got the highest weighted mean of 2.51 which verbally described as well manifested. While the statement school heads ensure that teacher's instruction in classroom aim to achieve goals got the lowest weighted mean of 2.02, which verbally described as manifested. Overall, the teacher group got a final weighted mean of 2.25 which verbally described as well manifested. This indicates a positive result in terms of the instructional leadership style of the administrator. On the other hand, administrators gave an overall weighted mean of 3 which verbally described as well manifested. According to Lynch (2015) in instructional leadership, the principal's role is deeply involved with setting the school's direction. The "mission" dimension focuses on the principal's role in cooperating with staff, ensuring the school continuously runs on clear, measurable, and time-based goals that result is the academic progress of students. The findings implied that administrators were responsible for communicating goals, which should be widely known and supported throughout the school.

Moreover, finding shows that principals/ school heads make sure that all teachers are held accountable for improving their teaching skills got the highest weighted mean of 2.68 which verbally described as well manifested. While the statement Principals/school heads focus on convincing students' parents of the need for new ideas and procedures at the school goals got the lowest weighted mean of 2.42 which verbally described as well manifested. Overall, the teacher group got a final weighted mean of 2.59 which verbally described as well manifested. This indicates a positive result in terms of the administrative leadership style of the administrator. Administrators on the other hand, gave an overall weighted mean of 3 which verbally described as well manifested in terms of administrative leadership. According to Talan (2016) administrative leadership is about orchestrating tasks to develop and sustain an organization. Moreover, successful administrative leaders are able to establish systems that protect and sustain essential operational functions to meet the needs of the stakeholders. In addition, administrative leaders clarify purpose, inspire individuals to pursue a shared vision, and ensure that goals and outcomes are attained. This indicates that administrators

demonstrate exceptional skills in managing their respected schools.

Table 1. Significant Difference on Instructional Leadership Style

z-Test: Two Sample for Means		
	Variable *1*	Variable *2*
Mean	2.247	3
Known Variance	1	1
Observations	10	10
z	-1.68376	
P(Z<=z) one-tail	0.046114	
z Critical one-tail	1.644854	
P(Z<=z) two-tail	0.092228	
z Critical two-tail	1.959964	

Table 1 shows the difference between two respondents. Based on the findings, P(<=z) two tail gives us the probability that a value of the z-Statistic (-168376) would be observed that is less than in absolute value than z Critical two-tail (1.96). Since the p-value is larger than our Alpha (0.05), we cannot reject the null hypothesis that there is no significant difference on the perception of respondent groups in terms of instructional leadership style.

Table 2. Significant Difference on Administrative Leadership Style

z-Test: Two Sample for Means		
	Variable 1	*Variable 2*
Mean	2.593	3
Observations	10	10
z	-0.91008	
P(Z<=z) one-tail	0.18139	
z Critical one-tail	1.644854	
P(Z<=z) two-tail	0.36278	
z Critical two-tail	1.959964	

Table 2 shows the difference between two respondents. Based on the findings, P(<=z) two tail gives us the probability that a value of the z-Statistic (-1.91008) would be observed that is less than in absolute value than z Critical two-tail (1.96). Since the p-value is larger than our Alpha (0.05), we cannot reject the null hypothesis that there is no significant difference on the perception of respondent groups in terms administrative leadership style.

Conclusion

Based on the findings, the results of the data analysis indicated that there is enough evidence to prove that teachers and administrators do not differ much on its perception. Hence, there is no significant difference both on the perceptions of the respondent groups in terms instructional and administrative style of leadership. Moreover, the findings also support that administrator were implementing the best practices for teaching and learning in this time of pandemic. Data also shows that supports were given to the teachers in order to maximize their role as an educator in this time of pandemic.

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