

Implementation of Project PIC (Pragmatic, Ideological, and Charismatic) in improving the leadership style of senior high school teachers in Gallanosa National High School

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Abstract

This study aimed to describe the leadership styles of senior high school teachers before and after Project PIC (Pragmatic, Ideological, and Charismatic) at Gallanosa National High School during the school year 2023–2024. The researchers employed participatory action research. The data were collected using a modified teacher leadership style scale and structured interviews. In analyzing the data, frequency counts, percentage and themes were used. The study revealed that the senior high school teachers of Gallanosa National High School employed pragmatic and charismatic leadership before Project PIC. The least-used style was ideological leadership. The implementation of Project PIC significantly impacted the overall use of leadership styles among these senior high school teachers. Several senior high school teachers have transitioned from one teaching style to another, while others have maintained their dominant styles. Others choose to combine charismatic, ideological, and pragmatic in their classroom leadership. It is recommended that Project PIC be improved, especially ideological leadership, and included in the school development plan to improve teacher-classroom leadership. Through Project PIC, teachers must recognize and enhance their teacher-leader potential as they drive educational reforms. Schools can further develop Project PIC to help teachers learn and build strategic leadership, decision-making, and classroom dynamics abilities. Before implementation, the appropriate authorities may continuously review and evaluate the project PIC to prioritize areas for development based on school, teacher, and student needs. Other factors must be included in future research related to the present study.

Keywords: participative action research, self-assessment, leadership style, pragmatic, ideological, charismatic

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1. Introduction

Teachers, as learning facilitators, lead all the time. Leadership is shown in their words, deeds, and conduct. There are many ways teachers can lead. Teachers tailor their styles to the demands of the new era, influenced by a variety of interconnected elements such as teacher personality, values, abilities, and experiences. These factors shape teachers' understanding of what they teach, what effective teaching methodologies they must utilize, and how they cater to 21st century learners with diversely unique abilities and needs. An effective leadership style is crucial to ensuring that teachers can adapt to the changes in the educational system. It is the leader's approach, characteristics, and actions in managing teams, influenced by personality, values, abilities, and experiences (Sampaio, 2023). Understanding leadership style is crucial because it motivates teachers to be involved, motivated, and committed to completing their assigned tasks with sincerity and commitment (Kapur, 2019).

While each leadership style has the potential to flourish in specific settings, concentrating excessively on a single style does not cater to students' different intellectual abilities and needs and thus does not guarantee effectiveness. Hence, teachers are always encouraged to improve their knowledge, skills, and teaching practices to improve students' attitudes toward learning and skills, as well as prepare them for the difficulties of a rapidly changing world. Revitalizing teacher education is one of the priorities on the agenda of the eleven Southeast Asian countries, including Laos, Malaysia, Myanmar, Singapore, Thailand, and Vietnam (SEAMEO INNOTECH, SEAMEO & Teachers' Council of Thailand, 2018). These countries understand the complex and ever-changing world of knowledge and information and highlight teacher obligations to provide students with essential skills for the future. Prioritizing upskilling activities is an essential initiative offered to improve educational outcomes on a global level. According to Agravante et al. (2023), the future of leaders will most certainly be defined by their ability to make an impact in their field and inspire others. Upskilling teachers' leadership through professional development opportunities aimed specifically at improving instructional approaches and promoting student-centered learning methods may foster an effective learning environment, ultimately leading to impactful outcomes.

In the Philippines, the K–12 curriculum was implemented to enhance the academic achievement of Filipino students. As a result, DepEd fully supports continuing professional development based on the principle of lifelong learning. Teachers in the field have opportunities to improve their professional skills and instructional practices, one of which is through Learning Action Cell (LAC) sessions, which is a professional learning community that focuses on improving relevant, purposeful, and well-designed instructional strategies and learner achievement (DO 35 series of 2016). Furthermore, the schools conduct annual in-service training as a professional development intervention. This training is organized at either the school or division/district level to address and resolve specific areas of need identified by teachers or school leaders to enhance their competencies continuously (DM 37 series of 2024). As stipulated in RA 9155, the Governance of Basic Education Act of 2001, teachers are considered learning facilitators. As learning facilitators, they play a crucial role in supervising and guiding students' learning processes and activities. Thus, they are expected to be equipped and flexible to meet all learners' needs.

Each year, every school division, including the Division of Sorsogon Province, acknowledges and encourages a variety of professional development activities through school initiatives. This was the division's strategic response to ensuring that teachers frequently evaluate, develop, or revise their strategies in response to the ever-changing skill requirements arising from a technologically driven society. Gallanosa National High School is one of the schools in the Division of Sorsogon Province that prioritizes study and teacher excellence. The school held a variety of training sessions and seminars to enhance and equip teachers with the necessary skills and knowledge to effectively teach inside the classroom. However, none of these sessions specifically focused on improving teacher leadership styles to effectively manage diverse students and situations within the classroom. The researcher

of this study, together with the key stakeholders, designed and implemented Project PIC (Pragmatic, Ideological, and Charismatic), a leadership enhancement program to help teacher leaders become more aware of their styles and other leadership styles they can use to improve their leading practices, which ultimately led to the provision of high-quality education to learners.

The primary goal of this study was to assess the effectiveness of Project PIC in enhancing the leadership styles of senior high school teachers at Gallanosa National High School. Project PIC was a leadership enhancement program for senior high school teachers conducted in the form of an online seminar workshop. It covers a comprehensive set of leadership styles and strategies that encompass the practicality, ideology, and charisma required to cater to diverse classroom settings.

1.1 Statement of the Problem

This study aimed to describe the leadership styles of senior high school teachers before and after the implementation of Project PIC (Pragmatic, Ideological, and Charismatic) at Gallanosa National High School during the school year 2023-2024. Specifically, it aimed to: (1) determine the pre-assessment of the teacher's pragmatic leadership, ideological leadership, and charismatic leadership; (2) identify what Project PIC may be designed and implemented to improve the leadership style of senior high school teachers; (3) determine the post-assessment of the teachers along with the identified variables after the implementation of Project PIC; and proposed enhanced Project PIC to maximize its effectiveness.

2. Methodology

Research Design - The researchers employed participatory action research. According to Vaughn and Jacquez (2020), participatory action research (PAR) is a way of assisting researchers to engage the study topic more meaningfully, which can produce relevant, meaningful research findings that can be converted into action. However, due to power dynamics within the research process, PAR as an approach can be a difficult tool for facilitators and communities to use (De Oliveira, 2023). As a result, the researchers ensured that all processes were well coordinated between all parties involved, including participants, department heads, school administrators, and the superintendent.

The sample - This study employed the total enumeration sampling approach to provide appropriate statistical coverage and avoid the possibility of missing potential insights. According to Canonizado (2021), total enumeration sampling is a type of purposive sampling technique that involves examining the entire population with a set of characteristics. From the total enumeration of sixty-six senior high school teachers at Gallanosa National High School who were given a questionnaire, only fifty-eight (58) were able to participate. The respondents included 12 teachers of the TVL strand (21%), 16 teachers of GAS (28%), 10 teachers of STEM (17%), 3 teachers of HUMMS (5%), 5 teachers of ABM (9%), 6 teachers of Sport (10%), and 6 teachers of the Art and Design Track (10%). In terms of age, 18 were 25–30 years old (31%), 12 were 31–35 years old (21%), 8 were 36–40 years old (14%), 14 were 41–50 years old (24%), 3 were 51–55 years old (5%), and 3 were 56–60 years old (3%). In terms of years in service, 16 or 28% rendered 5 years and below as teacher leaders, 25 or 43% served 6 to 10 years as teacher leaders, 5 or 9% rendered 11 to 15 years as teacher leaders, 6 or 10% have served 16 to 20 years as in service, and 6 or 10% have been teacher leaders for 21 years and above. From the 58 respondents in the survey, 27 senior high school teachers were identified to attend a seminar on pragmatic, ideological, and charismatic leadership (PIC) based on their years of service and the recommendations of the key stakeholders. The selected attendees were entrusted with re-echoing important key points from the session and were asked to summarize what had happened during the seminar.

The instrument - The instruments that were used to gather the needed data were the Teacher Leadership Style Scale and a structured interview questionnaire. For the attainment of objective 1 of the study, the researchers adapted the Teacher Leadership Style Scale developed by Tsai (2017) to determine the prevalent leadership styles

of the SHS teachers. Initially, the TLSS was designed specifically for students to assess the leadership style of their teachers. As the study had teachers as participants, the questionnaire was modified to assess the teachers' leadership style from their self-assessment rather than from the viewpoint of students. Part 1 dealt with the demographic profile. The demographic profile includes information on the age, number of years in service, and the course or strand taught in SHS. Part 2 covered the item pool of the TLSS and consisted of a 4-point Likert scale survey with 30 items composed of three (3) main parts: pragmatic, ideological, and charismatic. To ensure the accuracy and reliability of the questionnaire, pilot research was carried out. The overall Cronbach's alpha of the instrument was 0.91, indicating excellent internal reliability.

For objective 3, the same adapted TLSS was used as a post-assessment instrument to determine if there were changes in the leadership styles of the SHS teachers after the implementation of Project PIC. Furthermore, a structured interview was conducted, and the researcher prepared an interview guide. A structured interview, as defined by Goerge (2022), is a data collection method that relies on asking questions in a set order to collect data on a topic. Structured interviews have a set pattern, and questions are arranged in advance. In the study, a structured interview was employed to elicit detailed responses from the participants on whether there were changes in their styles of leadership or whether they remained the same after the conduct of the leadership enhancement program.

Data Analysis Procedure - For pre-assessment and post-assessment, the researchers used frequency count and percentage to describe the leadership styles of senior high school teachers before and after the implementation of Project PIC. The researchers also used thematic analysis to examine data trends related to changes in leadership style and identify the underlying themes in the teacher's interview responses. The researchers also used other research papers to further explain the data results.

3. Results

This chapter tackles the main points and substance of the study. It includes chiefly the analysis and interpretation of the data gathered guided by the statement of the problem and the conceptual framework of the study.

3.1 Pre-assessment of the teachers along pragmatic, ideological, and charismatic leadership

Different styles of leadership can have a significant impact and are a crucial factor in determining an organization's success. Table 1 presents the predominant leadership styles of senior high school teachers, including pragmatic, ideological, and charismatic leadership, based on their pre-assessment of their own leadership styles.

Table 1

Pre-assessment of the teachers along pragmatic, ideological, and charismatic leadership

Pre-Assessment	f	%
Pragmatic	16	28
Pragmatic	11	19
Pragmatic	1	2
Pragmatic	1	2
Pragmatic	1	2
Pragmatic	2	3
Ideological	1	2
Charismatic	7	12
Charismatic	2	3
Charismatic	9	16
Charismatic	3	5
Charismatic	4	7
Total	58	100

Based on the pre-assessment of teachers along pragmatic, ideological and charismatic leadership, the most common style of leadership among senior high school teachers was pragmatic leadership, with 32 out of 58 or 55% of the respondents. This implies that, among the identified variables, leadership, which entails practicality, is

highly practiced. Pragmatic leaders are highly skilled at diagnosing problems, seeking out new opportunities, and developing viable solutions based on the situation (Lovelace & Hunter, 2013). Correspondingly, pragmatic leaders use a problem-solving strategy to stimulate followers with logical arguments through effective communication and a combination of positive and negative case examples depending on the nature of the problem at hand, aiming to apply experiences that best relate to a given scenario (Lovelace & Hunter, 2013).

The results also reveal that 25 or 43 % of the total number of respondents demonstrated the traits of a charismatic leader. This implies that senior high school teachers also considered charismatic leadership in facilitating learning processes. According to Bedell et al. (2006), it is critical for teachers to provide a sense of identity, stress a sense of shared experience, and provide direction to solve problems associated with the identified goals while also empowering followers to use their discretion to accomplish the higher-order vision; hence, employing charismatic styles of leadership is important.

It can be noted that only one (1) respondent, or 2% of senior high school teachers, is regarded as an ideological leader. This suggests the need to strengthen this leadership style in senior high school teachers at Gallanosa National High School. According to Chunjie (2023), ideological leadership in public schools influences organizational commitment and leader-member interchange, highlighting the importance of a balanced approach that avoids excessive control. Thus, this style must be developed among teachers.

3.2 *Designed and implemented Project PIC to improve the leadership style of senior high school teachers*

To broaden and improve the leadership of senior high school teachers at Gallanosa National High School for the school year 2023-2024, the key stakeholders collaborated to create and implement Project PIC, an online seminar on pragmatic, ideological, and charismatic leadership. The session was both informative and collaborative in nature, allowing participants to virtually contribute and exchange ideas with the speaker and other participants.

3.3 *Post-assessment of the teachers along the identified variables after the implementation of Project PIC*

Teachers are always learning and developing. Over time, they gain experience and knowledge, and with this, their leadership style may evolve to become more effective. They might use new techniques or approaches that they have perceived. Table 2 summarizes the teacher’s assessment of the leadership styles after the implementation of project PIC.

Table 2

Teachers’ Assessment of Leadership Styles After the Implementation of PIC

Leadership Style		f	%
Pre-test	Post-test		
Pragmatic	Pragmatic	16	28
Pragmatic	Charismatic	11	19
Pragmatic	Ideological	1	2
Pragmatic	Charismatic and Pragmatic	1	2
Pragmatic	Ideological and Pragmatic	1	2
Pragmatic	Charismatic, Ideological, and Pragmatic	2	3
Ideological	Charismatic	1	2
Charismatic	Charismatic	7	12
Charismatic	Ideological	2	3
Charismatic	Pragmatic	9	16
Charismatic	Charismatic and Pragmatic	3	5
Charismatic	Charismatic, Ideological, and Pragmatic	4	7
Total		58	100

Table 2 indicates that, following Project PIC implementation, 23 out of the 58 respondents remained consistent with their leadership style, as seen in the post-assessment. The responses classified 16 senior high school teachers (28%) as pragmatic and 7 senior high school teachers (12%) as charismatic. Even after completing the leadership enhancement program, teachers' leadership styles may remain unchanged, as influenced by their lived values. For

this reason, ten (10) senior high school teachers at Gallanosa National High School have chosen to maintain their current leadership style. According to Kin and Kareem (2017), teacher change beliefs have a significant impact on teacher attitudes toward change, influencing the adoption or rejection of new strategies such as leadership styles based on personal values and beliefs. It implies that teacher leaders who center their efforts on individual values may or may not change their style depending on their individual beliefs. Statements from Teachers 5 and 21 confirm this.

“...It’s not that I am unwilling to change or accept another leadership style, it’s just that I want to be remembered for my way of dealing with students and circumstances. I became aware from the assessment that I am a Pragmatic teacher-leader. I don’t like students to learn because I say so or because they need to, I want my students to learn because they want to, and I know they can. So far, I can still see that my style is effective.”

"Based on to the pre-assessment, I am a pragmatic teacher-leader than a charismatic and ideological one. I know that what I do today will change as the situation demands, but I will keep doing it as long as it works today."

Furthermore, the data indicates that 11 out of the 58 respondents demonstrated diverse leadership styles following the project's implementation. The majority of these teachers were assessed as pragmatic, with various combinations such as charismatic and ideological, charismatic and pragmatic, and a mix of charismatic, pragmatic, and ideological.

Several senior high school teachers agreed that it is best to use leadership styles that match the required level of involvement and situational needs. This implies that knowing and becoming acquainted with other leadership styles is a best practice because it may be useful in some situations. Tedla and Redda (2021) believe that there is no one-size-fits-all when it comes to leadership styles. Therefore, it is essential to be flexible when it comes to leadership style. The responses from Teacher 18 and Teacher 2 both validate this statement.

“...From the self-assessment, I learned that I am more of a charismatic leader, however, the seminar made me realize that it is good, probably the best to employ another leadership style as well depending on the need of the condition and situation. Having a flexible leadership is needed.”

“...When they go hand in hand, I believe that ideological leadership with pragmatic leadership, is a good combo. As I learned from the seminar, an ideological leader can set a compelling vision, and a pragmatic leader can translate that vision into tangible actions”.

Moreover, a total of 24 individuals out of the 58 respondents in the post-assessment reported a modification in their leadership style. Out of the respondents, 12 individuals chose an idealistic and charismatic leadership style over a pragmatic one. In addition, 11 respondents shifted their leadership style from charismatic to ideological and pragmatic.

A good teacher adjusts their approach to their students' individual needs. Bhula (2019) agreed, stating that tailoring instruction to students' needs is one of the most successful and cost-effective techniques for improving learning. Hence, there is a need for charismatic leadership. The verbatim conversation with Teacher 7 confirms this statement.

“...While it is essential to constantly include practical ways to lead, I have seen that in the present day, where young ones are bombarded with distractions and challenges, it is critical to be able to connect with them, acknowledge them, and appreciate them. By doing so, students may feel valued and respected, leading to greater involvement and motivation to learn.”

Furthermore, it is important to note that the sole ideological teacher had a shift in his leadership style from ideological to charismatic after the implementation of Project PIC. Reflection from the seminar prompted Teacher

8 to modify his preferred leadership style from ideological to charismatic. According to Widyanita, Ardini, and Mufidah (2023), self-reflection is crucial for teachers because it improves teaching performance, assists professional development, and promotes effective classroom practices. It is through self-reflection that teachers gain self-awareness, identify areas for improvement, adjust teaching methods, respond to student needs, and strive for continual progress. Hence, continuous reflection on one's actions is an important consideration for a change in leadership.

“...I admit that I sometimes give my students who excel in class more favor because they show an interest in the subject. However, it's important to reflect on our approach, as it may be contributing to students' inability to connect. The seminar made me reflect and appreciate how much a learner needs a charismatic leader. Leaders who can connect with learners on an emotional level and can demonstrate empathy and understanding towards students' needs and aspirations. I know that developing charisma takes time and effort, but as a teacher, I need to continuously improve my teaching.”

Overall, during pre-assessment, senior high school teachers are either pragmatic or charismatic teacher leader. However, after the implementation of the project PIC, as demonstrated by the post-assessment data indicates that there were significant changes in the distribution of leadership styles among senior high school teachers after the implementation of Project PIC. This reflects a shift in their leadership tendencies and a potential openness to exploring and adopting different leadership styles beyond their initial preferences.

3.4 Enhanced Project PIC

Teacher leadership plays a crucial role in driving educational success and fostering positive change within schools. It goes beyond traditional classroom instruction and encompasses a range of skills and qualities that empower teachers to take on leadership roles and make a meaningful impact on their students, colleagues, and the overall school community. Combining charm, philosophy, and practicality is necessary for effective leadership. This enhanced program aims to develop well-rounded teacher leaders in Gallanosa National High School who can achieve their goals, motivate people, and lead them through difficult situations with clarity and purpose. The focus encompasses providing an opportunity for ideological leadership improvement, with an emphasis on building a clear vision and making ethical decisions. By investing in the philosophical growth of teacher leaders, a more positive and effective future across various sectors will be created.

3. Conclusion and Recommendations

Findings from the research led the researchers to conclude that senior high school teachers at Gallanosa National High School predominantly employed pragmatic and charismatic leadership. Ideological leadership, however, was the least practiced. An effective approach to enhance the leadership styles of senior high school teachers was the introduction of Project PIC, an online seminar-workshop focused on pragmatic, ideological, and charismatic leadership. The implementation of Project PIC demonstrates a notable influence on the distribution of leadership styles among senior high school teachers. Several senior high school teachers have transitioned from one teaching style to another, while some have maintained their dominating approach. Others chose to combine charismatic, ideological and pragmatic in their classroom leadership.

It is recommended to enhanced Project PIC to further optimize it's effectiveness especially ideological leadership, and include it in the school development plan to continuously refine the style of leadership employed by teacher-leaders in the classroom. Teachers, through Project PIC, must continue recognizing and nurturing their leadership potential as teacher-leaders, as they play a crucial role in driving educational reforms. Appropriate

authorities may continually assess and evaluate the project PIC before implementation to prioritize areas that need improvement based on the needs of the school, the teachers, and the students. Schools may conduct an enhanced Project PIC to support teachers in acquiring knowledge and developing skills, particularly in the landscape of strategic leadership, decision-making, and managing classroom dynamics. Further studies related to the present study must be conducted using other variables.

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