

The Dual Influence Model: A Theory Behind the Journey of Inspiring Teacher-In-Charge to Becoming a Full-Fledged School Principal

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Abstract— *The Philippine public school principals have evolved into transformative leaders in the facade of changing the educational landscape, influencing both teachers and students. Aspiring teachers, particularly those who hold the position of Teacher-in-Charge, are moving into leadership positions in the face of issues like poverty and digital disparities. Using a descriptive phenomenology, this study investigates the motivations of eight teachers-in-charge. Eight major themes come to light, including the difficulties of leadership, mentoring, professional growth, community involvement, resilience, technology integration, favorable school climate, and effective communication. The results support two propositions: first, a supportive environment and professional development motivate aspiring teachers to take on leadership roles, and second, school principals' leadership abilities and collaborative engagement have an impact on their aspirations for a career. The newly developed Dual Influence Theory emphasizes the dynamic relationship between encouraging environments and exemplary leadership, providing insightful information..*

Keywords— *Dual Influence Model, Phenomenology, Philippine Public School Principals, Teacher-in-Charge, Theoretical Framework, Transformative Leaders.*

I. INTRODUCTION

In this era of rapid social change and shifting educational paradigms, the role of public school principals has grown significantly. They are no longer merely administrators; instead, they are transformational leaders who significantly impact the professional growth of other educators and the educational experiences of many students. It entails the creation of learning opportunities for students and teachers as well as instructional leadership. Change management is a component of it, helping an organization get from where it is to where it needs to be (Wallace Foundation, 2013). A change that is evident in how school administrators manage an educational institution.

According to Bai (2023), the Philippines' educational system faces numerous difficulties, such as poverty, armed

conflict, a lack of funding, and the digital divide made worse by COVID-19. But despite the system being complex, many teachers, especially those proposed as Teacher-in-Charge, aspire to become leaders. Teachers who want to lead are given challenging tasks, numerous assignments, and complex projects. This endeavor is all the more noteworthy given the complexity of the challenges facing educators today as they work to steer the educational ship toward success while fostering a culture of motivation and productivity among their teaching colleagues. For these educators, aspiring to leadership requires a source of motivation and the presence of motivating forces.

The dynamic interaction between school principals' managerial tactics and the ensuing increase in teacher productivity, which motivates the aspiring leaders-to-be of this generation, is the heart of this study. Lenz (2014) advises reading the report for insights into addressing the challenges of the leadership pipeline in education and encourages educators to share the positive aspects of their jobs to motivate future leaders.

In the Philippines, the teacher-in-charge is classified as the school head but is paid the least of the school managers and is classified as T3 on salary grade 13 (Ringor, 2017). The school principal is paid the highest salary. According to Caabano et al. (2022), administrators prioritize recognizing and praising teachers' performance, which can be a motivational factor. They stress the significance of motivational leadership and effective communication, noting that administrators who are strong in these areas are more likely to lead well. This prompted the T-I-C's to become school heads.

In the study conducted by Alegado (2018), the country's challenge concerning leadership is dominance on principal-centered, lack of pathways, promotion based on qualifications, lack of incentives, inadequate professional development, and desire to keep their teaching positions present difficulties for teacher-leaders. These difficulties may affect how teacher

leadership is used in classrooms. Along with opportunities for career advancement and recognition, teachers' passion for education and learning motivates them to take on leadership roles (Aquino et al., 2023). Leadership positions provide opportunities for professional growth, challenges, and the chance to imitate inspiring role models in the classroom. Most leadership practices were rigorous, focusing on networking and overseeing school operations (Dellomas & Deri, 2022). Variations in leadership styles were seen based on age, position, and educational level.

As its foundation is rooted in the direct responses of participants, the study adopts a descriptive phenomenological approach to accomplish this. Eight aspiring teachers-in-charge from both elementary and secondary schools will participate in in-depth one-on-one interviews, which will give us essential information about their goals and aspirations as well as the impact of their school leaders.

After this, a detailed theory or model will be developed to explain the motivations for aspiring teachers to become school leaders. This theoretical framework will encapsulate the critical components that drive this roller-coaster turned epic journey. A thorough discussion of the implications of the findings in the sections will follow. We will look at how educational institutions and administrations can encourage and aid future leaders in the teaching profession to advance the Philippine educational system.

Domain of Inquiry

This phenomenological research study explores the intricate motivations and aspirations that drive aspiring teachers in the Philippines to embark on the transformative journey toward school leadership. As the scope of education continues to evolve, aspiring teachers play a pivotal role in shaping the future of education, and understanding their motivations is essential.

This study seeks to achieve the following specific objectives:

1. What underlying factors motivate aspiring teachers to pursue leadership roles within the educational system?
2. What influences the school principals' career aspirations of these aspiring teachers, focusing on the strategies and actions employed by principals to inspire and guide them?
3. What comprehensive theoretical framework synthesizes the motivations and influences driving aspiring teachers toward school leadership?
4. What valuable insights into the strategies and support systems that educational institutions and policymakers can employ to nurture and empower aspiring teachers on their path to leadership roles?

II. METHODOLOGY

Research Design:

This study employs a descriptive phenomenological research design to explore the motivations and aspirations of aspiring teachers-in-charge in the Philippines as they transition toward becoming full-fledged school principals. Descriptive phenomenology is a design in which the informants clearly illustrate the lived experiences of a certain phenomenon. Phenomenology is chosen because it allows for an in-depth

exploration of the lived experiences and perspectives of the participants, helping to uncover the underlying factors driving this career transition.

Research Environment:

The research will take place in various elementary and secondary schools across different regions of the Philippines. These schools will be selected to represent diverse socio-economic backgrounds and geographical locations to ensure a comprehensive understanding of the phenomenon under investigation.

Research Respondents:

The research will involve eight aspiring teachers-in-charge from the selected schools. These participants will be purposively selected to ensure diversity in terms of gender, age, years of teaching experience, and geographical location. Inclusion criteria will require that participants have expressed a desire to pursue a leadership role in education.

Research Instrument:

In-depth Interviews: One-on-one semi-structured interviews will be conducted with each participant. The interview questions will be designed to elicit detailed information about the participants' motivations, aspirations, and the influence of school principals on their career goals. Probing questions will be used to explore their experiences thoroughly.

Sampling Technique:

Purposive sampling will be employed to select participants who meet the inclusion criteria and can provide rich and diverse insights into the phenomenon. This method ensures that participants are relevant to the research objectives and can offer valuable perspectives.

Data Gathering Procedure:

Pre-Data Gathering

Ethical Approval: Ethical clearance will be obtained from the relevant ethics committee to ensure that the research follows ethical guidelines.

Participant Recruitment: Aspiring teachers-in-charge will be identified through collaboration with school administrators and educational associations. Informed consent will be obtained from all participants.

Interview Guide Development: A semi-structured interview guide will be developed, pilot-tested, and refined to ensure it effectively captures the research objectives.

Actual Data Gathering

Interviews: Individual interviews with each participant will be conducted in a private and comfortable setting within the school premises. The interviews will be audio-recorded, with participants' consent, to ensure accuracy in data collection.

Field Notes: Detailed field notes will be taken during interviews to capture non-verbal cues and contextual information.

Post-Data Gathering

Transcription: Audio recordings will be transcribed verbatim to prepare the data for analysis.

Data Analysis: The data will be analyzed using thematic analysis. Themes and patterns related to motivations, aspirations, and the influence of school principals will be identified.

Theory or Model Development: A comprehensive theoretical framework explaining the motivations for aspiring teachers to become school leaders will be developed based on the identified themes and patterns.

Data Analysis

Thematic analysis will be employed to analyze the qualitative data gathered from interviews. This process involves the following steps:

1. **Data Familiarization:** Researchers will become familiar with the interview data through repeated readings.
2. **Initial Coding:** Segments of data related to motivations, aspirations, and principal influence will be coded.
3. **Theme Development:** Codes will be grouped into themes, and relationships between themes will be explored.
4. **Review and Refinement:** Themes will be reviewed and refined for coherence and relevance.
5. **Theory Development:** Based on the themes, a comprehensive theoretical framework will be developed to explain the motivations for aspiring teachers to become school leaders.

Ethical Considerations

1. **Informed Consent:** Participants will be fully informed about the study's purpose and procedures, and their informed consent will be obtained.
2. **Confidentiality:** All data will be anonymized, and participants' identities will be kept confidential.
3. **Data Security:** Audio recordings and transcripts will be securely stored to prevent unauthorized access.
4. **Voluntary Participation:** Participants can withdraw from the study at any point without consequences.
5. **Debriefing:** Participants will be provided with a debriefing session to address any concerns or questions after the interviews.

III. RESULTS AND DISCUSSIONS

Themes Developed

Eight themes emerged from analyzing over 150 significant statements recorded by eight aspiring school principals from both elementary and secondary. The significant statements are coded grouped, and themed later. The following themes developed are the following: Leadership Challenges and Strategies, Inspirational Figures and Mentorship, Professional Development and Training, Community and Stakeholder Engagement, Resilience and Determination, Technology Integration and Innovation, Positive School Culture and Environment, and Effective Communication and Collaboration. The themes are narrowed down into two distinct propositions, which will be vital in developing a theory.

LEADERSHIP CHALLENGES AND STRATEGIES

"I have a strong determination to elevate teachers' and learners' performance. This always motivates me to change learners

study habits and teachers' teaching strategies." -Informant G

In their leadership roles, aspiring teachers must overcome significant obstacles like time management, resource allocation, and resistance to unexpected problems. These difficulties frequently force them to plan, seek guidance, and work with others. They are inspired to pursue leadership positions by overcoming these challenges with tenacity and successful tactics. These leadership machinations are often rooted in the sound collaboration of teachers who seek to resolve issues.

INSPIRATIONAL FIGURES AND MENTORSHIP

"Witnessing their daily journey as a school leader pushed me to do the same. I am motivated to be like them in the future. Putting themselves to do what they believe is proper and just." -Informant B

Mentoring and advice from role models significantly shape aspiring teachers' to become school leaders. Encouragement, admirable role models, and helpful mentors enable them to overcome obstacles, have confidence in their skills, and boldly pursue leadership positions. Aside from that, the role portrayed by school principals in keeping the school well-maintained, well-managed, well-trained, and well-competent inspires the teacher-in-charge to be the future school administrator.

PROFESSIONAL DEVELOPMENT AND TRAINING

"They enhance teacher leadership development programs by providing flexibility, accessibility, personalized learning, and the opportunity to engage with a broader educational community." - Informant D

Programs for ongoing professional development and training give aspiring teachers the necessary abilities and knowledge. Participating in workshops, seminars, and mentorship programs can develop their leadership skills and make valuable contributions to the educational system. In this generation, professional development training is more accessible and personalized, tailoring the needs of those school leaders who want to be.

COMMUNITY AND STAKEHOLDER ENGAGEMENT

"Working leadership; decisiveness; good rapport among stakeholders." -Informant E

Getting involved with the neighborhood, parents, and other stakeholders promotes a positive environment. Collaboration and partnerships with outside organizations offer resources, inspiration, and a sense of purpose that is shared. The community's and stakeholders' support inspires hopeful teachers to lead effectively.

RESILIENCE AND DETERMINATION

"There were several moments I faced setbacks during the time of my leadership in school, especially during those times when my capability to lead was being tested by my

colleagues who perhaps wanted to take my position.” -Informant F

Aspiring teachers demonstrate perseverance and resolve when faced with obstacles. Their drive enables them to overcome obstacles, learn from mistakes, and maintain optimism. Overcoming challenges makes them more determined to pursue leadership positions and have an impact.

TECHNOLOGY INTEGRATION AND INNOVATION

“Using of technology is very effective now, especially in leadership because communication can be done through messenger and tool.” -Informant A

For aspiring leaders-to-be, embracing innovation and technology is essential. Digital platforms, online resources, and educational technologies help them improve their leadership and teaching techniques. Incorporating technology prepares them to meet contemporary academic demands and encourages them to look into leadership opportunities.

POSITIVE SCHOOL CULTURE AND ENVIRONMENT

“School leaders must have a prominent role in solving those various problem and challenges academic, behavioral, social or emotional.” - Informant H

A motivating environment is created by fostering a positive school culture, prioritizing student welfare, and using creative teaching techniques. Teachers in charge are inspired by the positive effects they can have on students’ lives and the encouraging environment at school. The healthy school culture fuels their quest for leadership. A positive culture means providing win-win solutions to unexpected problems.

EFFECTIVE COMMUNICATION AND COLLABORATION

“Engaging with educational networks and organizations helps to reduce isolation while also strengthening leadership qualities.” - Informant C

Open communication and collaboration between teachers, mentors, and colleagues fosters an atmosphere of shared ideas and mutual support. Effective communication allows future educators to share knowledge, gain understanding, and hone their leadership abilities together.

Propositions

Based on the formulated themes, the investigators formulated two significant propositions that clearly answer the domain of inquiry. These propositions will play a vital in developing a theoretical framework. To further discuss the theory, the propositions will be supported with sub propositions on the latter part of this discussion.

Proposition 1: SUPPORTIVE ENVIRONMENT AND PROFESSIONAL DEVELOPMENT DRIVE ASPIRING TEACHERS’ MOTIVATION FOR LEADERSHIP:

A supportive environment from co-teachers, mentorship from school principals, and chances for professional development are provided to encourage aspirant teachers in

the Philippines to pursue out leadership roles. Through a supportive school environment, fruitful mentoring programs, group decision-making, and accessibility to resources and training, these teachers are empowered and encouraged to take on leadership roles within the educational system. A school where a positive mindset dominates draws more teachers to take leadership responsibilities within their limited roles.

Proposition 2: SCHOOL PRINCIPALS’ LEADERSHIP QUALITIES AND COLLABORATIVE ENGAGEMENT IMPACT ASPIRING TEACHERS’ CAREER ASPIRATIONS:

Teacher-leaders’ aspirations are significantly influenced by the leadership traits displayed by school principals. Principals who exhibit visionary leadership, effective communication, transparency, and collaborative engagement with teachers foster an inspiring environment. Aspiring teachers are given a sense of direction and motivation through participation in community projects, group decision-making, and recognition for their contributions, encouraging them to pursue leadership roles.

**Developed Theory
THE DUAL INFLUENCE THEORY OF BUDDING
TEACHER-LEADER DEVELOPMENT**

The Dual Influence Theory explains that a supportive environment and the exemplary leadership qualities displayed by school principals play a significant role in influencing how aspiring teachers in the Philippines progress from the position of Teacher-in-Charge to full-fledged School Principal. As a result of this dynamic interaction and mutual support, aspirant teachers are motivated and encouraged to pursue leadership positions within the educational system.

**1. Supportive Environment:
Sub-Proposition 1.1: Positive School Culture and Collaborative Engagement**

A supportive environment is created by a positive school culture that emphasizes student well-being, creative teaching techniques, and staff engagement in collaboration. The positive difference they can make in students’ lives within this encouraging environment stimulates aspiring teachers.

Sub-Proposition 1.2: Mentorship and Professional Development

A good mentorship program, ongoing professional development, workshops, seminars, and training initiatives provide essential knowledge and skills for aspiring teachers. These opportunities develop their leadership skills and boost their self-assurance, enabling them to pursue leadership positions within the educational system.

**2. Exemplary Leadership Qualities:
Sub-Proposition 2.1: Visionary and Transparent Leadership**

Aspiring teachers gain a sense of purpose and direction from principals who articulate a distinct vision for the institution and exhibit openness in their decision-making procedures. Such inspiring leadership encourages future educators to align their professional aspirations with the school’s mission and goals.

Sub-Proposition 2.2: Collaborative Decision-Making and Community Engagement

Aspiring teachers feel a sense of recognition and belonging when their principals involve them in group decision-making and community initiatives. A shared sense of purpose is cultivated through active participation in community engagement initiatives and recognition of teachers' contributions, which directs aspiring teachers toward leadership positions.

The model highlights the dynamic interaction between these two influencers. Exemplary leadership qualities significantly impact a supportive environment, significantly affecting aspiring teachers' motivation and career aspirations. Similarly, strong leadership skills within the educational environment reinforce the advantageous features of the encouraging environment, producing a synergistic effect.

Aspirant teachers are inspired and motivated to pursue leadership roles when a supportive environment and exemplary leadership qualities come together. They are also given the necessary skills, confidence, and motivational resources. They actively participate in the educational system and help to shape its future in the Philippines.

Understanding the interaction between these two influencers offers valuable insights for educational institutions and policymakers. Essential tactics include fostering supportive school climates, supporting mentorship initiatives, fostering group decision-making, and developing principals' visionary leadership abilities. Educational institutions can support aspiring teachers by concentrating on these factors, ensuring a constant inflow of competent and driven leaders into the Philippine educational leadership landscape.

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