

## Learning Leaders' Gain from A Development Program

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### *Abstract*

Learning leaders influence the school's overall operations. The study aimed to evaluate the development program for learning leaders. Analyzing the qualitative responses of the learning leaders, core categories of the significant learning gained from the development program were generated. A model to describe the attributes of learning leaders was proposed based on the findings of the study. Using a descriptive method of research, an evaluation of the leadership and management program was conducted using a five-point Likert scale questionnaire. Follow-up open questions were asked to substantiate the quantitative data. The learning leaders reported that the objectives of the development program were highly realized while the session contents and session methodologies were highly relevant. Six core categories emerged from the analysis of the themes, namely, goal setting, leadership skills, school as a community, continuous improvement, linkages, and empowerment. The results imply that for the learning leaders, these core categories described their attributes as learning leaders. Based on the results of the study, a model of the attributes of learning leaders was proposed. It is recommended that future development programs be designed to address the areas that need further enhancement, and another study be conducted to identify other attributes of learning leaders.

*Keywords:* Learning leaders, development program, attributes, leadership, modules

### *Introduction*

The success in any learning institution depends on the leadership and management skills of the leader. Leadership plays a very important role in the effectiveness of educational institutions in all areas to ensure the quality of the outcomes. A school leader leads in setting the direction of the school which may become a dynamic learning community

(Davis, Darling-Hammond, LaPointe, Mayerson, 2005). Outstanding leaders are focused on keeping the synergy of talents among the people who are involved in providing a vibrant learning community. These learning leaders weave the alignment of the school's direction as expressed in its vision and mission to its daily practices and processes.

The leader's adequate content knowledge, skills, and values fuel the realization of the vision-mission of the institution. Jones and George (2018) claimed that when a leader is effective, the influence they exert over others helps a group achieve its performance goals which increase the organization's chances of success. Leithwood and Riehl (2005) emphasized that leaders need to coordinate their people in a shared sense of purpose and direction. As Cheng and Townsend (2000) stressed that for educational change and effectiveness, the role of the leaders is crucial to success. These leaders create the culture of quality that penetrates to the smallest elements, processes, and systems of an institution. These leaders are also named as learning leaders who monitor the quality of outcomes in a learning institution.

Sergiovanni (2001) emphasized that leader's intellectual qualities are essential in the workplace. These intellectual qualities like the leader's capacity to synthesize, innovate, and be perceptive can lead to new understanding of how the world works. Every day, the learning leader attends to large amounts of information. His/her capacity to synthesize is shown in his/her ability to identify what is important and put this knowledge together to arrive at a new solution. An innovative learning leader is able to find ways on how to solve problems. A perceptive learning leader is able to figure out how to prioritize the most urgent and important tasks.

Moreover, learning leaders set up a learning organization that creates a proactive, creative approach to the unknown, and actively solicits the involvement of employees at all levels. They enable all employees to use their intelligence and apply their imagination. A learning environment involves an organization-wide commitment to change, an action orientation, and use applicable tools and methods that keep it going (Dess, McNamara, & Eisner, 2017).

In the school setting, learning leaders are appointed to perform certain tasks in the day-to-day operations of the school. Majority of these learning leaders are classroom teachers. Performing the various roles and responsibilities as learning leaders might be new to them. Thus, a development program intended for them was designed. This development program contained the basic tasks in managing a school.

The development program was initiated to help learning leaders in managing schools. The goal of the development program was to engage learning leaders in a series of formal sessions to prepare them in the different aspects of school management. The development program was conducted for almost a year. It aimed to help them address the issues and concerns inherent to the needs of the school.

The training in various targets would hone these learning leaders to be effective and efficient in performing their tasks. The expected outcome

of any development program is to develop creative, innovative, and effective learning leaders. With this premise, a series of scheduled sessions were conducted to a group of learning leaders. The objectives of the training program were anchored on the strategic directions of the supervising unit which oversees the processes of the supervised schools.

The development program on educational leadership and management explored the following areas of concern in both theory and practice: vision and governance; student-teacher engagement; educational support system; and, evaluation of outcomes. Modules were designed for the learning leaders.

The first module focused on the school's vision and governance to establish the parameters and landscapes of education, management and leadership; vision-mission; goal setting; strategic planning; organizational development; and participative management and governance.

The second module emphasized on the importance of student-teacher engagement. The topics included the teaching and learning process; students; teachers; pedagogy; content; curriculum and instruction; community partnerships; and search for new knowledge.

The third module focused on the educational support system that included the topics on processes for quality management; partners, collaborators and support staff; physical plant and

facilities; partaking in and access to education; progress, advancement and development; parents, alumni, and linkages; and, peso management.

Finally, a module was on the evaluation of educational outcomes to understand the topics on assessment of mission; assessment of programs; assessment of human resource; assessment of physical resource; assessment of financial resource; and, performance and quality assurance.

Upon the completion of the program, the learning leaders were asked to evaluate the sessions in each module. As Montero, Mayormita, Murro, and Hussien (2018) mentioned evaluation is important to administrators in directing and guiding teaching and learning. Evaluation can be used to enforce external standards to the school. In this particular study, the results of the evaluation may provide input on the relevance of the development program and how this development program helped them become learning leaders.

### *Framework*

Leadership is recognized as a key component in the improvement of individual schools, colleges, and higher education institutions. There is a growing understanding of the positive effects of good leadership on education systems as a whole (Brundrett & Rhodes, 2014). The learning of the students is influenced by effective leadership (Day, Harris, & Handfield, 2000). Learning leaders who give premium to instruction as the center of the educative process tend to

have better student outcomes. Further, Northouse (2007) emphasized on the influences of leadership. He defined leadership as a process whereby a leader influences a group of individuals to achieve a common goal, which is quality education. Sergiovanni (1987) suggested that leadership is a process that involves influence or persuasion to enhance the leader's purpose. Moreover, Bush and Glover as cited in Redondo (2017), mentioned that leadership is a process of influence, leading to the achievement of desired purposes. Successful leaders develop a vision for their school based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures, and school activities lead to an all-round development of an institution.

Learning leaders are the administrators that manage and lead the school to attain its vision and mission. These learning leaders engaged the stakeholders of the school to support the success of the learners. Cadosales (2009) mentioned that learning leaders perform multiple functions to oversee the overall condition of the school. Moreover, Louis, Leithwood, Wahlstrom, and Anderson (2018) revealed that researchers found a strong connection between student achievement and the "collective leadership" of school administrators, principals, teachers, parents, and stakeholders in making school decisions.

Albarracin (2018) emphasized that people use strategies to solve their problems. They learn to face their problems using positive attitude, not giving up, managing their time, learning to adjust to the situation and the environment, and making independent decisions. Such actions result to them becoming more challenged when faced with problems. As cited by Taylor (2015), people who have this skill are capable of solving their problems either by themselves or with encouragement from the people around them. In this way, they become more engaged as learning leaders whose passion is to make a difference as shown in the quality of outcomes.

Leaders consistently guide the organization to success through collaboration and cooperation of every person in the organization. Success is attained when the leader is able to nurture camaraderie, teamwork, and positive behavior to strengthen involvement and engagement among the people in the organization (Sims as cited in Bathan, 2017).

In the day-to-day operation of the school, the learning leaders face various challenges. Trained to be a classroom teacher and appointed being a learning leader is the greatest challenge among others. For Phillips (2012), he claimed that leadership development is designed to explore different models of leadership, develop peer networks, and enhance skills and knowledge in leadership competencies. Further, Adeniyi as cited in Ackah

and Agboyi (2014) observed that training and development make a very significant contribution to the overall effectiveness and profitability of an organization. Thus, learning leaders need development programs to hone their administrative skills and become functional leaders in an academic institution. For Dess, McNamara, and Eisner (2017), training plays a key role in the progress of the organization, and the managerial role models are vital in keeping its dynamics.

The above literature presents viewpoints to the important roles that learning leaders do. They are the catalysts that turn every challenge to an opportunity. However, these learning leaders need to be refueled through the provision of a development program.

### *Objectives of the Study*

The main objective of the study was to describe the development program for learning leaders.

Specifically, it intended to:

1. evaluate the leadership and management development program in terms of objectives, course contents and session methodology,
2. identify the core categories of their significant learnings, and
3. propose a model on their gains from the said development program.

### *Methodology*

The study used a descriptive research design. It utilized both the

quantitative and qualitative methods of research. The quantitative method was used to describe the evaluation of the development program through the use of a questionnaire. The qualitative method was employed in doing a thematic analysis of the participants' learning from the development program. The questionnaire was researcher-made. The items in the questionnaire were based on the training program protocol designed by the supervising unit. To establish the content validity, comments from the consultants, supervisors, and director of the supervised schools were solicited. The participants of the study were the top and middle learning leaders designated as a school director, principal or coordinator. They were recommended by the school owners to participate in the development program. Using the questionnaire, all of the 20 learning leaders were asked to evaluate each module of the development program using a five-point Likert scale with five as the highest and one as the lowest. The mean range is qualitatively described as follows: 4.21- 5.00 – highly realized/relevant, 3.41 – 4.20 – greatly realized/relevant, 2.61 – 3.40 – moderately realized/relevant, 1.81 – 2.60 – slightly realized/relevant, and 1.00 – 1.80 – not realized/relevant. The mean was computed to describe if the objectives of the training and the relevance of the course contents and methodology were realized. A coding process was adopted to analyze the qualitative data obtained from the open-ended questions.

One prominent religious university in the country has a program on a supervision of small schools. The said supervision office is an arm of the university to carry out one of its thrusts, which is to ensure the quality of education through assisting the supervised schools put into place the processes. A supervisor/consultant is assigned to each supervised school for regular monitoring. To graduate from said supervision after years of monitoring, the supervised school undergoes regular assessments for continuous improvement.

A needs analysis was also facilitated by the supervisors of said schools. The results of the needs analysis were consolidated. Then a group of experts was tapped to handle the series of sessions scheduled on different dates. When the development program was completed, an evaluation was done to find if the topics were relevant; content of topics was adequate and would help them in the performance of their functions; activities provided were relevant; time allotted for each topic/area as well as activities were enough; methodologies used were appropriate to current and future situations; and effectiveness of the facilitators were helpful to them as learning leaders.

To help these supervised schools, various activities were provided on institutional, regional, and national levels based on the results of needs analysis. In this particular development program, 20 learning leaders across the country were recommended by school

owners to represent their respective school. These learning leaders were selected by school owners to join a training scheduled within the academic year. The development program was evaluated at the end. The results of the evaluation in terms of the program objectives, course content, and session methodology are presented in tables and figure.

To substantiate the quantitative data, the learning leaders were asked to answer open-ended questions about their overall learning from the modules and sessions, ways on how they can apply their learning in their respective schools and their suggestions to improve future development programs. After reading the transcripts, coding followed afterward. Williams as cited in Albarracin (2018), suggested that coding is a process of breaking down the ideas and classifying them according to similarities and differences. This is used to observe patterns and identification of themes, particularly those that answer the questions addressed in the study. Analytic coding is not only descriptive but also reflective and interpretive in deriving meanings from the narratives. Themes were generated based on significant statements. After a constant comparison of the themes, core categories about the relevance of the program were identified.

Ethical considerations were observed in the study. The identity of the schools was protected with the utmost confidentiality. Permission to conduct the research was sought. Constant

coordination with the immediate director of the supervised schools was done. When the core categories and the framework were generated, it was shown to the supervisors/consultants during their meetings for comments. Final writing of the paper was done with prior approval of the director. The final output of the study was presented to the learning leaders during their national forum.

### Results and Discussion

This section presents the results of the study based on the evaluation of the development program in terms of its objectives, course content, and seminar methodology. The core categories on the relevance of the development program were identified. Based on the findings of the study, a model on the attributes of learning leaders was proposed.

#### Evaluation of the Leadership and Management Development Program

On the Objectives of the Development Program. Table 1 indicates the objectives of the development program. The average weighted mean is 4.63 with a standard deviation of 0.62.

Table 1  
*Objectives of the Development Program*

Indicators	Mean	SD	Qualitative Description
1. develop the leadership skills of learning leaders	4.72	0.48	Highly Realized
2. develop the creativity of learning leaders in the day to day administration of the school	4.60	0.72	Highly Realized

3. help learning leaders find innovative ways to manage the school effectively and efficiently	4.62	0.65	Highly Realized
4. inform the learning leaders on the current trends and issues in managing a school	4.60	0.63	Highly Realized
5. apply solutions to issues and concerns inherent to the needs of the school	4.62	0.58	Highly Realized
Average weighted mean	4.63	0.62	Highly Realized

The objectives of the development programs are highly realized. Among the objectives, developing the leadership skills of the learning leaders has the highest rating. The finding implies that the program allowed the learning leaders to evaluate their leadership skills. The development program also allowed the learning leaders to think of ways on how to apply solutions to issues and concerns of their respective school, and help them find innovative ways to manage the school effectively and efficiently.

A learning leader mentioned that “*I understand the importance of developing leadership skills, creativity, innovations and on how to find solutions to challenges for better management of the school and supervision of teachers.*” Another learning leader emphasized that “*As a leader, I should have character and credibility.*” These realizations of the learning leaders imply the importance of both the professional and personal competencies needed in managing a school.

Leavy (2016) said that the strength of a leader’s character is an important driver of success. Further, he stressed

that one of the reasons that character matters is that leaders who more consciously and persistently search for greater self-awareness over their careers tend to become more capable of questioning, and as a result, their understanding of their life shapes them. In leading people, the competence and character of the learning leaders matter. The way they treat and motivate people influence the camaraderie and teamwork in the school community. Future development programs may consider topics and activities on how to develop the creativity of the learning leaders, and on updates on the current trends and issues in managing a school.

On course contents, the average weighted mean of 4.61 with a standard deviation of 0.58 indicates that the course contents are highly relevant. As shown in Table 2, the learning leaders find the course contents very informative for them to understand the essence of leadership and management. The contents of the sessions in the development program were carefully chosen according to their relevance in school management and leadership as displayed in the table below.

Table 2  
*Course Contents*

Indicators	Mean	SD	Qualitative Description
Participative Management and Governance	4.85	0.37	Highly Relevant
Establishing Parameters and Landscape	4.78	0.42	Highly Relevant
Goal Setting	4.74	0.72	Highly Relevant

• Strategic Planning	4.69	0.73	Highly Relevant
• Organizational Development	4.72	0.72	Highly Relevant
• Vision and Governance	4.83	0.38	Highly Relevant
• Student-Teacher Engagement	4.61	0.50	Highly Relevant
• Curriculum and Instruction	4.79	0.47	Highly Relevant
• Community Partnerships	4.79	0.47	Highly Relevant
• Educational Support System	4.86	0.37	Highly Relevant
• Partaking in and Access to Education	4.61	0.50	Highly Relevant
• Quality Management	4.55	0.52	Highly Relevant
• Partners, Collaborators, and Support Staff	4.55	0.52	Highly Relevant
• Advancement and Development	4.57	0.58	Highly Relevant
• Physical Plant Facilities	4.55	0.52	Highly Relevant
• Parents, Alumni, and Linkages	4.55	0.52	Highly Relevant
• PESO Management	4.55	0.52	Highly Relevant
• Evaluation of Educational Outcomes	4.56	0.58	Highly Relevant
• Assessment of Mission	4.39	0.64	Highly Relevant
• Assessment of Programs	4.47	0.56	Highly Relevant
• Assessment of Human Resource	4.49	0.56	Highly Relevant
• Assessment of Physical Resource	4.39	0.68	Highly Relevant
• Assessment of Financial Resource	4.37	0.63	Highly Relevant
• Performance and Quality Assurance	4.44	0.60	Highly Relevant
Average Weighted Mean	4.61	0.58	Highly Relevant

Among the course contents, the topics on educational support system, participative management and governance, vision and governance have the greatest impact on the learning leaders. The finding implies that learning leaders believed in

the importance of the stakeholders' participation and support in managing and governing the school. Hagen, Robertson, and Gravina (2007) emphasized that schools' stakeholders can offer ways in helping school staff achieve improved outcomes for all students and sustain them over time.

Moreover, the learning leaders find the topics on curriculum and instruction, community partnerships, and establishing parameters and landscape also relevant in the day-to-day operations of the school. Tyler as cited in Arends and Kilcher (2010) viewed curriculum as a set of purposes, body of knowledge, and a scope and sequence written by knowledgeable individuals for the purpose of providing guidance to teachers about what and how to teach. With this view, the learning leaders expressed their intentions of more trainings on curriculum and instructional leadership which are important in supervision. Future programs may also consider ways on how to strengthen the learning leaders' skills in vision and governance, physical resource management, and financial resource management.

The session on methodology was evaluated to find its relevance. Table 3 shows that the average weighted mean is 4.61 with the standard deviation of 0.64. The learning leaders find the session on methodology highly relevant in gaining insights about the development program.

Table 3  
*Session On Methodology*

Indicators	Mean	SD	Qualitative Description
1. appropriate to current and future situations	4.67	0.54	Highly Relevant
2. relevant to the topics and activities	4.67	0.54	Highly Relevant
3. time bounded, that is enough per topic and activity	4.55	0.68	Highly Relevant
4. reflectively carried out by the facilitator	4.58	0.79	Highly Relevant
Average Weighted Mean	4.61	0.64	Highly Relevant

The session on methodology unfolds the essence of the course contents and paves the way to realize the program's objectives. The methodologies allow the participants to see the relevance of the topics and activities in current and future situations. The finding implies that the inputs and activities help the learning leaders understand their various roles in the school.

However, the future programs may consider the time allotted for each topic and activity to give ample space for the participants to reflect about the topic. As a participant said "*I've learned a lot in the sessions. The session compressed in one day is quite difficult and it is not easy to absorb.*" This comment implies that time allotment per topic affects the way participants learn about the course content. They need more time to understand a particular topic.

The overall picture of the development program is shown in Figure 1. On the three areas of the program, the learning leaders gave

more weight on the objectives of the development program over course content and seminar methodology. The data imply that the objectives of the development program are highly realized and attained.

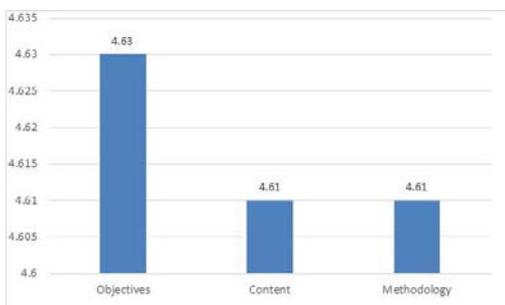


Figure 1. Summary of rating of the Development Program.

The participants' rating on the overall impact of the program was 4.62, which implies that the program was helpful and relevant to them. One of the learning leaders shared that *"What I learned in the sessions are very useful and relevant to me as an administrator. I consider from the start the assessment of the vision and mission of the school where everything should be anchored for the clear implementation of such actions. The vision and mission of the school serve as direction which could help the community to reach the goal. Another session that struck me the most when we talked was about transformative education. There are two important aspects that we (learning leaders) consider, the learners interact with each other and the pedagogy, identity, and integrity of the teacher who helps to engage the students in their daily activity inside and outside the classroom*

*with the right values."* As a whole, the development program enables the learning leaders to understand their functions, roles, and responsibilities as school administrators.

### *Core Categories of the Learning Leaders' Significant Gains from the Development Program*

The participants were asked about their significant learning from the training that was useful and relevant. The significant statements were extracted from the raw data. Themes and core categories were identified as shown in Table 4.

Table 4  
*Coding Process to Identify the Core Categories*

THEMES	CORE CATEGORIES
Setting priorities	
Developing the skills in formulating objectives based on the key result areas	
Setting the school's directions for student, teacher, material, and financial developments.	Goal setting
Visioning for improving the quality of learning	
Realizing the vision-mission of the school	
Possessing the character and credibility as a leader	
Evaluating one's leadership skills	
Evaluating the performance of the organization	
Influencing others	
Managing the financial aspects of the school	
Leading the team to provide a conducive learning environment	
Channeling communication properly	Leadership skills
Handling issues and concerns professionally	
Learning the skills, creativity, and innovations in supervising the teachers	
Finding the relevance of reward system	
Providing access to human and Christian education to the poor	
Involving all members of the school community in the performance management	School as a community
Promoting social improvement	

Evaluating the school's services for continuous improvement	Continuous improvement
Evaluating the educational support for continuous improvement	
Committing to continuous improvement	
Updating oneself with the modern trends in education	
Strengthening the linkage with the stakeholders	Linkages
Inviting alumni to be speakers on activities in the school suggests alumni homecoming activity and lead them to projects they can give back to the school	
Forging relationship with parents to support school activities	
Identifying the expertise of the teacher-applicant	Empowerment
Empowering teachers	
Encouraging teachers to pursue graduate education, join more seminars, and workshop for professional enrichment	
Evaluating the performance faculty	
Transforming both teachers and students with the right values	

There were 30 themes extracted from the raw responses of the learning leaders. Themes were abstracted from the significant statements. Core categories were identified to give a conceptual meaning for the themes. There were six core categories generated from the 30 themes.

*Goal-setting* was a core category derived from five themes. The learning leaders set goals for the school, which is shown in their skills in visioning to improve the quality of learning; setting the school's direction for student, teacher, material and financial developments; setting priorities; developing the skills in formulating objectives based on the key result areas; and realizing the vision-mission of the school. A learning leader mentioned that *"I realized that the vision-mission of the school is very important by identifying truthfully and meaningfully*

*our own vision-mission. We will be able to know and understand what we want and what we want to achieve as an institution. We should really stick to our core identity and integrity as a school"*. Similarly, another learning leader said that *"considering the top priorities in running a school" is a must*. Siebenga-Valstar (2002) revealed that the school's vision seemed to influence the teachers. It established an atmosphere where the teachers felt privileged to teach in a way which was congruent with their world view. Her study implied that a school's vision must be clearly articulated, conveyed to the community, celebrated, and lived. The nurturing of a spirit of trust and collegiality may promote honest sharing of teachers' lived experiences and a willingness to plan classroom activities which reflect the school's vision.

Tolhurst (2006) elaborated the importance of the vision and values of the school integrated in the induction process for every new member of staff. There needs to be clear aims and objectives backed up by a plan to channel the school's resources and energy.

Another core category was *leadership skills* shown in the learning leaders' ability in evaluating the performance of the organization; evaluating one's leadership skills; possessing the character and credibility as a leader; influencing others; learning the skills, creativity, and innovations in supervising the teachers; managing the financial aspects of the school;

channeling communication properly; finding the relevance of reward system; and, handling issues and concerns professionally.

A learning leader mentioned that *"I have to explore and exercise my leadership skills, and I must evaluate it also from time to time. I have learned as well, the importance of evaluating the performance of the organization and the members of the organization to realize the plans that have been created and implemented."* Kalargyrou, Pescosolido, and Kalargiros (2012) said that leaders in management education face diverse challenges in today's competitive and changing environment. However, educational administrators are often faculty members with little direct leadership experience, formal preparation, or skill development.

The core category on the *school as a community* is described with the themes of providing access to human and Christian education to the poor; involving all the members of the school community in the performance management; promoting social improvement; and leading the team to provide a conducive learning environment. A learning leader said that *"I was motivated to pursue the shared mission of providing human and Christian education to the poor."* Furthermore, another learning leader shared that *"I learned that developing the performance of individuals and teams help to build an excellent school environment."*

Dufour (2004) discussed the

three principles of true professional learning communities: a commitment to ensure that students learn, a culture of collaboration, and a focus on results. When school staff members do the hard work necessary to implement these principles, then their school becomes an effective professional learning community.

*Continuous improvement* as a core category emerged from learning leaders' competency in evaluating the school's services for continuous improvement, evaluating the educational support for continuous improvement, committing to continuous improvement, evaluating the performance of faculty, and updating oneself with the modern trends in education. DiPaola and Hoy as cited in Hoy and Hoy (2013) mentioned that improvement is continuous process. Professional conversations and professional development revolve around improving instruction, increasing teachers' understanding of how students learn, and applying appropriate teaching strategies for different situations. Professional conversations and professional development should revolve around improving instruction, increasing teachers' understanding of how students learn, and applying appropriate teaching strategies for different situations. Cooperation, collegueship, expertise, and teamwork are hallmarks of successful improvement.

Middleton cited in Sergiovannie (2001) posited that continuing to learn means that leaders must strive to be

model learners. They read and engage in discussions about recent theories of learning, reflect on their current practices, and most importantly be willing to research new findings about their profession.

A learning leader mentioned that *"I have learned the importance of planning and evaluating in order to improve the services that our school is offering."* Another learning leader supported that *"I learned that the educational support system needs to be designed properly to strengthen the system and find ways for quality output."*

Similarly, Hallinger and Heck (2011) found in their study that schools could be successfully classified according to several predominant patterns of school improvement as well as to changes in collaborative, learning-directed leadership, and school academic capacity.

The learning leaders aimed for *linkages* as manifested in their skills of strengthening the linkage with the stakeholders; and inviting alumni to be speakers in activities, suggesting alumni homecoming activity to create projects which they can give back to the school, and forging relationship with parents to support school activities. As mentioned by a learning leader that *"Educational support system is very important, and these can be done through linkage with alumni, the parents' association and the community."* Another learning leader described that *"It is good to be aware of the (current) trends to connect to the P's*

*in management (people, partnerships, physical, program, and peso). Then, we (learning leaders) can promote change for the school system and team. Linkages help to materialize the goals"*. Delgado-Gaitan (1991) stressed the important contribution of parents. For her, forming cooperative linkages between school and families help parents become aware of their children's condition in school. They become aware of their rights as parents and cooperate better to create change through improved programs and policies.

Learning leaders pushed for *empowerment* as shown in their skills in identifying the expertise of the teacher-applicant; empowering teachers; encouraging teachers to pursue graduate education, join more seminars, and workshop for professional enrichment; and, transforming both teachers and students with the right values.

To support the findings, Leithwood et al. as cited in Muijs and Harris (2003) emphasized that purposeful leadership is a central component in securing and sustaining the school improvement. The evidence from the school improvement literature consistently highlights that effective leaders exercise an indirect but powerful influence on schools' capacity to improve and upon the achievement of students.

Principals who are also learning leaders should be intellectual leaders who keep abreast of the latest developments in teaching, learning, motivation, classroom management, and assessment (Hoy & Hoy, 2013).

Further, Kuchinke as cited in Medilo and Medilo (2017) emphasized that human development is also closely linked with human resource development which in this present study refers to empowerment of people in the learning institution.

### *Proposed Model of the Learning Leaders' Gains from the Development Program*

Figure 2 shows the conceptual model of the gains that learning leaders get from the development program. For learning leaders, these gains make them effective and efficient leaders.

Six core categories emerged from the themes. Figure 2 shows the model of the gains that leaders learned from the development program. These core categories, namely, goal setting, leadership skills, school as a community, continuous improvement, linkages, and empowerment are essential to them as learning leaders. There is no particular order as to the degree of importance among these core categories. The core categories are interrelated and describe

the attributes of learning leaders. The findings imply that the way learning leaders managed and led the school is greatly influenced by these gains from a development program.

The attributes of learning leaders as identified in the study affirm the work of Akintayo, Oguntimehin, and Grain cited in Ackah and Agboyi (2014) who highlighted the usefulness of training. They emphasized that training increases productivity, improves the quality of work, improves skills, knowledge, understanding, and attitude. The attributes of the learning leaders increase their level of performance to ensure the growth of the school.

### *Conclusion and Recommendations*

The study concludes that the objectives of the development program were highly realized and course contents, and session methodology were highly relevant. Therefore, the intended outcomes of the development program addressed the needs of the learning leaders. Their significant



Figure 2. Learning leaders' gains from the Development Program.

gains include their ability to set goals, empower people in the organization, forge linkages, seek opportunities for continuous improvement, set the tone of the school as a community, and exercise leadership skills needed to improve the school. These significant gains propel them to perform their task efficiently and effectively. Thus, a model on the attributes of learning leaders points to six core categories which are pivotal in the success of the school. For the learning leaders to carry their functions, it is recommended that regular development programs can be designed for them to readily address the areas in school management that need further enhancement and another study be conducted to identify other attributes of learning leaders.

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