

# School head's leadership capability: Its relationship to teachers' promotion

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## Abstract

This study examined the relationship between school heads' leadership capabilities and teachers' promotion in the Capalonga District, Schools Division of Camarines Norte. Guided by distributed and transformational leadership theories, the research sought to explore how various leadership dimensions—communication, mentorship and guidance, decision-making, recognition of excellence, and professional development initiatives—relate to the frequency of teacher promotions. A descriptive-correlational research design was employed, involving 147 public elementary school teachers in the school year 2023-2024, selected through Cochran's formula and purposive sampling. Data were collected using a validated researcher-made questionnaire, SPSS Version 21 was used in data tabulation and analysis using statistical measures such as frequency, percentage, weighted mean, and Somers' Delta correlation coefficient. The findings reveal that most teachers had 4–10 years of service, held Master's units, and were in Teacher I positions. School heads were generally perceived as capable, particularly in communication and professional development. However, 61% of teachers reported no promotion. A significant positive relationship was found between school heads' leadership capabilities and teacher promotion rates. The findings underscore the pivotal role of effective school leadership in fostering professional growth and promotion opportunities for educators, highlighting the need for targeted interventions to strengthen leadership capacity in public schools.

**Keywords:** School leadership, teacher promotion, communication, mentorship and guidance, decision-making, recognition of excellence, and professional development initiatives

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## 1. Introduction

School heads play a pivotal role in shaping the professional growth of teachers, not only by managing educational institutions but also by serving as mentors and decision-makers who influence career advancement Meador (2024) and Aquino et al., (2021). Leadership in schools—particularly in terms of communication, mentorship, decision-making, recognition, and professional development—has a direct impact on teacher motivation, job satisfaction, and promotion Aharul (2019), Parson (2022) and Uwamahoro (2022). Despite the clear criteria outlined in official policy documents such as DepEd Order No. 66, s. 2007 and Republic Act No. 9155, which emphasize performance, training, leadership potential, and psychosocial traits, many educators—particularly in the Capalonga District of Camarines Norte—remain in entry-level positions for extended periods. Notably, 64% of public elementary school teachers in the district still occupy Teacher I roles, highlighting a

significant stagnation in the promotion Division e-SF7 Report (2023). This phenomenon raises concerns about how effectively leadership supports professional progression. 278

To address this gap, the present study examines the relationship between school heads' leadership capabilities and the frequency of teacher promotions. By identifying leadership traits that significantly influence advancement—such as mentorship and professional development—the study aims to propose a practical intervention in the form of a guidebook to strengthen school leadership and promote the career growth of teachers in public elementary schools.

### *1.1. Objective of the Study*

This study aimed to determine the level of school head's leadership capabilities and examine their relationship to the frequency of teachers' promotion in Capalonga District, under the Schools Division Office of Camarines Norte. Specifically, it aimed to assess the school head's leadership capability in communication, mentorship and guidance, decision-making, recognition of excellence, and professional development initiatives, and how these factors influenced teacher promotion. Furthermore, the study aimed to develop a guidebook designed to enhance school heads' leadership capabilities and support teacher career advancement in Capalonga District.

## **2. Methodology**

This study used a quantitative descriptive-correlational design to explore the relationship between school heads' leadership capabilities and the frequency of teacher promotions in Capalonga District elementary schools. Data were collected through a structured survey questionnaire administered to teachers, focusing on the school head's leadership aspects such as communication, mentorship, decision-making, recognition of excellence, and professional development. This method allowed the researcher to describe current conditions and identify correlations between leadership and promotion patterns.

### *2.1. Population, Sample Size, and Sampling Technique*

The study used Cochran's formula to determine a representative sample of 147 teachers from a total population of 236, ensuring a 5% margin of error. This proportion was applied to each school based on its teacher population. Purposive sampling was then used to select respondents, considering factors like length of service, educational attainment, position, and school size to ensure diversity and relevance.

### *2.2. Data Gathering Procedures*

The researcher first secured permission from the Schools Division Superintendent, District Supervisor, and Principals by submitting approval and consent letters outlining the study's purpose, its relevance to school leadership, and its connection to teacher promotion. These letters also covered the validation of the research instrument, the conduct of a dry run, and the distribution of questionnaires to the respondents. Upon receiving approval, the researcher proceeded with the actual data collection by distributing the questionnaires.

Confidentiality was strongly emphasized. The researcher assured all respondents that their individual responses would be treated with the utmost confidentiality, in accordance with the Data Privacy Act (RA 10173). This assurance aimed to encourage honest and open participation by addressing concerns about privacy and data security. Although the study posed minimal risks, there remained a potential for a breach of confidentiality.

Respondents had the right to withdraw from the study at any time without consequences. They were

also informed of their right to receive a summary of the study's results and to ask questions at any point during the research process. The researcher remained available to address concerns, promoting transparency and open communication.

### 2.3. Statistical Treatment of Data

To analyze the data gathered from the survey questionnaires, several statistical tools were utilized. Frequency and percentage distribution were employed to describe the respondents' profiles in terms of length of service, educational attainment, position, and school size, providing a clear demographic overview of the participants. The weighted mean was used to assess the level of school heads' leadership capability across five key dimensions: communication, mentorship and guidance, decision-making, recognition of excellence, and professional development initiatives. This measure helped interpret the overall capability levels as perceived by the respondents. To examine the relationship between school heads' leadership capabilities and the frequency of teacher promotions, the Somers' Delta correlation coefficient was applied. This non-parametric statistical method, suitable for ordinal data, was used to determine the strength and direction of the association between the variables. The Somers' Delta correlation coefficient is calculated using the formula:

$$\text{Somers' } D = (\text{NC} - \text{ND}) / (\text{NC} + \text{ND} + \text{NT})$$

## 3. Results and Discussion

### 3.1. Profile of Respondents

The profile of the respondents which covered their length of service, educational attainment, position, and school size as a teacher in Capalonga District were determined through the survey questionnaire. Table 1 shows the profile of the respondents in terms of length of service, educational attainment, position, and school size.

**Length of Service.** Table 1 shows the length of service of teachers in Capalonga District. It can be gleaned from the data that half of the respondents, 50% (74 individuals), reported having teaching experience between 4 to 10 years. It shows that many educators in Capalonga District are in the mid-phase of their careers where they have gained substantial classroom experience. This finding is refuted by Hussain et al. (2019) that the majority of teachers are relatively new in service. On the other hand, 19% (27 individuals) of respondents reported having 0 to 3 years of teaching experience. It shows the smaller entry of new educators in the teaching workforce relative to those with more experience. This finding conformed by Lim (2021) that the majority of educators are new teachers.

**Educational Attainment.** Table 1 shows the educational attainment of teachers in Capalonga District. It can be gleaned from the data that the majority of teachers, 83 individuals representing 56% are currently enrolled in a master's degree program. This indicates a strong trend among educators toward pursuing advanced degrees. This finding conformed by Elisterio and Servillon (2024) that the majority of teachers are master's degree holders. On the other hand, 32 respondents, or 22% are college graduates, highlighting a significant segment of the population who have completed their college education but have not pursued further studies. This finding conformed by Hussain et al. (2019) that the majority of the respondents have not pursued further studies.

**Position.** Table 1 illustrates the distribution of teaching positions within the Capalonga District. The data reveals that the majority of teachers, accounting for 61%, occupy the position of Teacher I. This highlights Teacher I as the most prevalent entry-level role within the district's educational structure, reflecting its significance in the career progression of educators. This finding was conformed by Hussain et al. (2019), who similarly noted that a substantial portion of the teaching workforce is composed of Teacher I personnel, reinforcing its status as a common entry point in the teaching profession.

In contrast, the number of respondents holding the title of Master Teacher is relatively small,

suggesting that senior-level positions are less widespread within the district. This finding was corroborated by 280 Aranggo (2023), which indicated that only a small proportion of teachers attain the Master Teacher position. The limited representation of Master Teachers in this study reflects the selective nature of this advanced position, typically attained after years of experience, professional development, and demonstrated leadership within the educational system.

Table 1. Profile of the Respondents

| Indicators                                  | Frequency<br>(n=147) | Percentage (%) |
|---------------------------------------------|----------------------|----------------|
| <b>Length of Service</b> More than 10 years | 46                   | 31             |
| 4-10                                        | 74                   | 50             |
| 0-3                                         | 27                   | 19             |
| <b>Educational Attainment</b>               |                      |                |
| Doctoral Degree                             | 0                    | 0              |
| With Doctoral units                         | 0                    | 0              |
| Master's Degree                             | 4                    | 3              |
| With Complete Academic Requirements         | 28                   | 19             |
| With Master's unit                          | 83                   | 56             |
| College Graduate                            | 32                   | 22             |
| <b>Position</b>                             |                      |                |
| Master Teacher III                          | 0                    | 0              |
| Master Teacher II                           | 3                    | 2              |
| Master Teacher I                            | 4                    | 3              |
| Teacher III                                 | 39                   | 26             |
| Teacher II                                  | 11                   | 8              |
| Teacher I                                   | 90                   | 61             |
| <b>School Size</b> Mega                     | 0                    | 0              |
| Large                                       | 44                   | 30             |
| Medium                                      | 47                   | 32             |
| Small                                       | 56                   | 38             |

**School Size.** Table 1 presents the distribution of school sizes in the Capalonga District. The data reveals that the majority of teacher-respondents, totaling 56 or 38%, are affiliated with small schools. This finding highlights the prevalence of small-sized educational institutions within the district, suggesting a diverse and varied educational landscape. Interestingly, this result was refuted by Elisterio and Servillon (2024), who concluded that the majority of teachers are typically employed in medium-sized schools.

Conversely, the data indicates that there were no teacher-respondents from mega schools, defined as institutions with 51 or more teachers. This finding corroborated by Panol et al. (2021), who noted that only a small proportion of teachers are associated with mega schools due to their limited presence or capacity within specific districts. The absence of respondents from mega schools in this study underscores the predominantly small to medium-scale nature of educational institutions in the Capalonga District.

### 3.2. Level of School Head's Leadership Capability

To gauge the level of the school head's leadership capability in Capalonga District Schools Division of Camarines Norte, 25 statements about the school head's leadership capability in terms of communication, mentorship and guidance, decision-making, recognition of excellence, and professional development initiatives were rated by respondents on a Likert scale from 1 (Not Capable) to 5 (Highly Capable). The mean scores for each statement indicate the school head's level of leadership capability, with a higher mean indicating a higherlevel leadership capability.

Communication. Table 2 shows the level of the school head's leadership capability along with 281 communication. The data revealed that "Effectively communicates the school's vision and goals to the entire school community" got the highest weighted mean of 3.46 interpreted as Highly Capable. The results suggest that school heads in Capalonga District can foster alignment, collaboration, motivation, and a positive culture. Effective communication enables teachers to develop professionally and increases their chances of qualifying for promotions. This also indicates that they have strong leadership in aligning stakeholders with the school's objectives. This is conformed by Pramahsari and Triatna (2021) that principals with strong communication skills significantly improve teacher performance by fostering clear directives, motivation, and supportive guidance.

Table 2. Level of School Head's Leadership Capability along Communication

| Indicators            |                                                                                                      | Weighted Mean | Interpretation |
|-----------------------|------------------------------------------------------------------------------------------------------|---------------|----------------|
| 1.                    | Effectively communicates the school's vision and goals to the entire school community.               | 3.46          | Highly Capable |
| 2.                    | Demonstrates openness and transparency in communication with teachers, students, and parents.        | 3.20          | Capable        |
| 3.                    | School head provide information about professional development opportunities.                        | 3.17          | Capable        |
| 4.                    | Effectively utilizes digital communication platforms to facilitate collaboration among school staff. | 3.20          | Capable        |
| 5.                    | Ensures timely and efficient dissemination of important information through digital channels.        | 3.36          | Highly Capable |
| Overall Weighted Mean |                                                                                                      | 3.28          | Highly Capable |

  

|                     |                                   |
|---------------------|-----------------------------------|
| <i>Rating Scale</i> | <i>Descriptive Interpretation</i> |
| 3.25-4.00           | Highly Capable                    |
| 2.50-3.24           | Capable                           |
| 1.75-2.49           | Slightly Capable                  |
| 1.00-1.74           | Not Capable                       |

On the other hand, "School head provides information about professional development opportunities" got the lowest weighted mean of 3.17 interpreted as Capable. The findings suggest that school heads in Capalonga District need to improve communication about development opportunities, as limited awareness can hinder teachers' growth and readiness for promotion. This also suggests that, while efforts are present, enhancing communication about these opportunities could further support teacher growth. This finding is corroborated by Hugo (2024) that enhanced communication skills can lead to higher levels of teacher motivation, better job performance, and, consequently, teachers' promotion.

As shown in Table 2, the overall weighted mean of the level of the school head's leadership capability along with communication is 3.28, interpreted as highly capable. The findings indicate that while school heads demonstrate strong leadership and communication skills, particularly in conveying vision and utilizing digital channels effectively, there is potential for growth in areas such as transparency, professional development communication, and digital collaboration facilitation.

Mentorship and Guidance. Table 3 shows the level of the school head's leadership capability along with mentorship and guidance. It can be viewed from the data that "The mentorship provided by the school head positively impacts teacher retention and job satisfaction" got the highest weighted mean of 3.06 interpreted as Capable. The result suggests that school heads in Capalonga District support teacher retention and job satisfaction. Effective mentorship not only enhances educators' career prospects in Capalonga District but also fosters a positive school culture that promotes leadership development and professional advancement. The result also, suggests that mentorship contributes to a collaborative and encouraging environment. This finding conformed by Gumus (2019) that the mentors indicated that they helped the mentees build positive relationships with their staff, and team creating, and provided them with a trustworthy person with whom they could share their concerns and problems about the school setting. The mentees also stated that the mentorship process helped them focus on a particular need in their career advancement.

Table 3. Level of School Head's Leadership Capability along Mentorship and Guidance

282

| Indicators            |                                                                                                                                         | Weighted Mean | Interpretation |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| 1.                    | Actively engages in mentorship activities to support teacher professional development.                                                  | 2.89          | Capable        |
| 2.                    | The mentorship provided by the school head positively impacts teacher retention and job satisfaction.                                   | 3.06          | Capable        |
| 3.                    | Fosters a positive and supportive school culture through effective mentorship practices.                                                | 3.01          | Capable        |
| 4.                    | Invests time and resources in mentorship initiatives to help novice teachers adapt to the school community.                             | 3.03          | Capable        |
| 5.                    | The mentorship programs implemented by the school head positively impact the teaching efficacy and job satisfaction of novice teachers. | 2.93          | Capable        |
| Overall Weighted Mean |                                                                                                                                         | 2.99          | Capable        |
| <i>Rating Scale</i>   | <i>Descriptive Interpretation</i>                                                                                                       |               |                |
| 3.25-4.00             | Highly Capable                                                                                                                          |               |                |
| 2.50-3.24             | Capable                                                                                                                                 |               |                |
| 1.75-2.49             | Slightly Capable                                                                                                                        |               |                |
| 1.00-1.74             | Not Capable                                                                                                                             |               |                |

On the other hand, "Actively engages in mentorship activities to support teacher professional development" got the lowest weighted mean of 2.89 interpreted as Capable. The findings suggest that the school heads in Capalonga District are not sufficiently involved in direct mentorship functions or opportunities for professional development. This finding was refuted by Munir and Amin (2020) who found that structured mentorship significantly improved teacher's readiness for career advancement.

As shown in Table 3, the overall weighted mean of the level of the school head's leadership capability along mentorship and guidance is 2.99, interpreted as capable. The finding indicates that school heads are generally capable in their mentorship practices. However, strengthening mentorship programs and allocating more resources could elevate the effectiveness of these initiatives, particularly in supporting novice teachers and enhancing their professional growth and satisfaction.

Decision-Making. Table 4 shows the level of the school head's leadership capability along decisionmaking. It can be gleaned from the data that "Collaborative decision-making contributes to a positive school climate and increased teacher satisfaction" got the highest weighted mean of 3.13 interpreted as Capable. The findings reflect the significance of the collaborative decision-making of school heads in Capalonga District in shaping teachers' satisfaction and the school climate, which, in turn, can influence promotion opportunities. The findings also highlight the value of participative leadership in creating a supportive and motivating environment. This finding conformed by Musengamana et al. (2024) that it is evident that the participants believed that their engagement in school decision-making processes contributes significantly to generating sound choices within their respective educational institutions.

Table 4. Level of School Head's Leadership Capability along Decision-Making

| Indicators            |                                                                                                                     | Weighted Mean | Interpretation |
|-----------------------|---------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| 1.                    | Effectively delegates leadership roles across various members of the school community.                              | 2.99          | Capable        |
| 2.                    | The use of distributed leadership in our school promotes a collaborative and inclusive approach to decision-making. | 2.99          | Capable        |
| 3.                    | Actively involves teachers and stakeholders in the decision-making process.                                         | 3.06          | Capable        |
| 4.                    | Collaborative decision-making contributes to a positive school climate and increased teacher satisfaction.          | 3.13          | Capable        |
| 5.                    | Bases decisions on sound evidence and data to improve educational outcomes.                                         | 3.12          | Capable        |
| Overall Weighted Mean |                                                                                                                     | 3.06          | Capable        |
| <i>Rating Scale</i>   | <i>Descriptive Interpretation</i>                                                                                   |               |                |
| 3.25-4.00             | Highly Capable                                                                                                      |               |                |
| 2.50-3.24             | Capable                                                                                                             |               |                |
| 1.75-2.49             | Slightly Capable                                                                                                    |               |                |
| 1.00-1.74             | Not Capable                                                                                                         |               |                |

On the other hand, “Effectively delegates leadership roles across various members of the school community” and “The use of distributed leadership in our school promotes a collaborative and inclusive approach to decision-making” got the lowest weighted mean of 2.99 interpreted as Capable. The findings imply that while the school heads in Capalonga District exhibit a capable level of leadership in decision-making, there are clear areas for improvement, especially in the practices of delegation and distributed leadership. This also indicates a reasonable ability to distribute responsibilities, though further improvements could strengthen this aspect of leadership. This finding was refuted by Zakaria and Mokhtar (2022) who found that distributive practice has a positive association with teacher commitment in school and to their professional development.

As shown in Table 4, the overall weighted mean of the level of the school head’s leadership capability along decision-making is 3.06, interpreted as capable. This indicates that school heads are generally capable of utilizing distributed leadership and collaborative decision-making strategies. However, there is room for growth in fully maximizing these practices to enhance school performance, teacher satisfaction, and stakeholder engagement.

Recognition of Excellence. Table 5 shows the level of the school head’s leadership capability along recognition of excellence. The data revealed that “Recognition contributes to a sense of fulfillment and purpose among teachers, enhancing their commitment to the school’s mission and goals) got the highest weighted mean of 3.14 interpreted as capable. The findings imply that the school head in Capalonga District is effective in creating a culture of recognition that promotes teacher motivation and commitment. This finding is corroborated by Hussain et al. (2019) that employee rewards and recognition have a significant and positive effect on employee performance.

Table 5. Level of School Head’s Leadership Capability along Recognition of Excellence

| Indicators            |                                                                                                                                                                               | Weighted Mean | Interpretation   |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------|
| 1.                    | Actively acknowledges and celebrates the accomplishments of teachers and staff.                                                                                               | 3.03          | Capable          |
| 2.                    | Recognition of excellence by the school head contributes to a positive work environment and a culture of continuous improvement.                                              | 3.10          | Capable          |
| 3.                    | The school head’s effective recognition strategies positively impact teacher well-being and job satisfaction.                                                                 | 3.00          | Capable          |
| 4.                    | Recognition contributes to a sense of fulfillment and purpose among teachers, enhancing their commitment to the school’s mission and goals.                                   | 3.14          | Capable          |
| 5.                    | The school head not only identifies and rewards excellence but also effectively communicates the value and impact of teachers’ contributions to the broader school community. | 2.19          | Slightly Capable |
| Overall Weighted Mean |                                                                                                                                                                               | 3.04          | Capable          |
| <i>Rating Scale</i>   | <i>Descriptive Interpretation</i>                                                                                                                                             |               |                  |
| 3.25-4.00             | Highly Capable                                                                                                                                                                |               |                  |
| 2.50-3.24             | Capable                                                                                                                                                                       |               |                  |
| 1.75-2.49             | Slightly Capable                                                                                                                                                              |               |                  |
| 1.00-1.74             | Not Capable                                                                                                                                                                   |               |                  |

On the other hand, “The school head not only identifies and rewards excellence but also effectively communicates the value and impact of teachers’ contributions to the broader school community” got the lowest weighted mean of 2.19 interpreted as Slightly Capable. The findings imply that there remains a significant opportunity for improvement in communicating the value of teachers’ contributions to the wider school community. This was refuted by Lim (2021) that when teachers see their contributions highlighted and valued, they are more engaged in professional development opportunities.

As shown in Table 5, the overall weighted mean of the level of the school head’s leadership capability along recognition of excellence is 3.04, interpreted as capable. It was reflected that school heads are generally capable of recognizing and celebrating excellence among teachers and staff. However, improving communication about the value of teachers’ contributions to the school community could significantly enhance the effectiveness of their recognition strategies.



Professional Development Initiatives. Table 6 shows the level of the school head's leadership capability along professional development initiatives. It can be viewed from the data that "The professional development programs initiated by the school head align with the specific needs of teachers, enhancing their effectiveness" got the highest weighted mean of 3.37 interpreted as Capable. The findings imply that the school heads in Capalonga District are effective in initiating professional development programs that respond to teachers' specific needs, fostering a supportive learning environment that enhances educational practices. This finding conformed by Lafferty et al. (2019) that school leaders value and recognize the importance of CPD implementation for their staff.

Table 6. Level of School Head's Leadership Capability along Professional Development Initiatives

| Indicators            |                                                                                                                                                    | Weighted Mean | Interpretation |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| 1.                    | Prioritizes and actively supports professional development opportunities for teaching staff.                                                       | 3.22          | Capable        |
| 2.                    | Professional development initiatives led by the school head contribute to improve teaching practices among educators.                              | 3.33          | Highly Capable |
| 3.                    | Focuses on collaborative and job-embedded learning in professional development initiatives.                                                        | 3.31          | Highly Capable |
| 4.                    | The professional development programs initiated by the school head align with the specific needs of teachers, enhancing their effectiveness.       | 3.37          | Highly Capable |
| 5.                    | Provides a sustained and coherent approach to professional development, encouraging ongoing reflection and continuous improvement among educators. | 3.21          | Capable        |
| Overall Weighted Mean |                                                                                                                                                    | 3.29          | Highly Capable |

  

|                     |                                   |
|---------------------|-----------------------------------|
| <i>Rating Scale</i> | <i>Descriptive Interpretation</i> |
| 3.25-4.00           | Highly Capable                    |
| 2.50-3.24           | Capable                           |
| 1.75-2.49           | Slightly Capable                  |
| 1.00-1.74           | Not Capable                       |

On the other hand, "Provides a sustained and coherent approach to professional development, encouraging ongoing reflection and continuous improvement among educators" got the lowest weighted mean of 3.21 interpreted as Capable. The findings imply that there is a need to improve the structure and continuity of these initiatives to promote ongoing professional growth. This was refuted by Gaikhost et al. (2019) that school principals exercise a significant role in teacher professional development. The result also showed that the school principal increasingly acknowledges their role in enabling knowledge exchange within their school. As shown in Table 6, the overall weighted mean of the level of the school head's leadership capability along professional development initiatives is 3.29, interpreted as highly capable. The finding indicates that school heads are highly capable of leading professional development initiatives. Their efforts are effective in improving teaching practices, fostering collaboration, and aligning programs with teacher needs, although sustaining long-term development strategies could be further enhanced.

### 3.3. Frequency of Promotion among Elementary School Teachers in Capalonga District

Table 7 shows the frequency of promotion among Public Elementary School Teachers in Capalonga District. It can be gleaned from the data that a large percentage of teachers, 61.2%, have not been promoted at any ascendancy level. There was more than half retention in the original position (no upward mobility of teachers) on the first exit to other sectors from the district. A portion of 36.1% has received a promotion once or twice, showing that quite many teachers had their careers advanced in one way or the other. Only a small fraction, 2.7%, have experienced 3-4 promotions, highlighting those frequent promotions are relatively rare in this district. This is an overall total of 147 responses, yielding a strong understanding of promotion and paper resources available to the elementary school teacher landscape.

The data revealed that the majority 61.2% of elementary school teachers in the Capalonga District are



not promoted, despite the fact that the majority of the teacher-respondents 56% are currently enrolled in master's 285 degree programs, and 50% of teacher-respondents reported having 4-10 years of teaching experience—an important factor in the promotion criteria. The necessity for targeted professional development programs is underscored by the finding that effective leadership capabilities directly influence teachers' promotion. This finding conformed by Asgari et al., (2020), which highlighted that transformational leadership behavior significantly contributes to employee job satisfaction and should be managed effectively to improve organizational outcomes, including the promotion of teachers.

Table 7. Frequency of Promotion among Elementary School Teachers in Capalonga District

| Number of Times Promoted | Frequency | Percentage (%) |
|--------------------------|-----------|----------------|
| Not Promoted             | 90        | 61.2           |
| 1-2 times                | 53        | 36.1           |
| 3-4 times                | 4         | 2.7            |
| Total                    | 147       | 100            |

Conversely, the 38.8% of teachers who have been promoted 1 to 2 times and 3 to 4 times indicate it is difficult to actually achieve higher levels of career progression in this way. The findings imply that the low percentage of teachers promoted suggests a need for enhanced professional development programs that can better equip teachers with the skills and qualifications required for higher positions. Supporting teachers in their career growth through mentoring, training, and leadership opportunities could contribute to an improvement in promotion rates. This finding is corroborated by Sumampong (2024) that transformational leadership behavior, such as idealized influence (being a role model) and individualized consideration (providing personalized support), significantly boost teacher motivation and engagement. Also, it implies that strong relationship between leaders and teachers create empowering environment, leading to teachers' career advancement.

### 3.4. Relationship Between the School Head's Leadership Capability to Teachers' Promotion

Table 8 shows the relationship between the school head's leadership capability to teachers' promotion. It can be gleaned from the data that Somers' Delta Correlation Coefficient was utilized to establish the significant relationship between these variables. The result shows that there is a moderate and positive significant relationship between the frequency of promotion and the school head's leadership capability along with communication ( $d=.350$ ,  $p\text{-value}=.000$ ) at a .01 significant level. This suggests that better communication has a meaningful relationship with the frequency of teachers' promotion.

Additionally, there is a moderate and positive significant relationship between the frequency of teachers' promotion and the school head's leadership capability along with mentorship and guidance ( $d=.319$ ,  $p\text{-value}=.000$ ) at a .01 significant level. This suggests that effective mentorship and guidance are positively related to the frequency of teachers' promotion.

The correlation is weak to moderate but positive between the frequency of teachers' promotion and the school head's leadership capability along decision-making ( $d=.238$ ,  $p\text{-value}=.007$ ) at a .01 significant level. The result indicates that decision-making plays a smaller role in influencing the frequency of teachers' promotions compared to other factors.

Furthermore, there is a moderate and positive significant relationship between the frequency of teachers' promotion and the school head's leadership capability along recognition of excellence ( $d=.302$ ,  $p\text{-value}=.000$ ) at a .01 significant level. The result indicates that recognizing excellence is meaningfully linked to the frequency of teachers' promotion.

Moreover, the correlation is weak to moderate but positive between the frequency of teachers' promotion and the school head's leadership capability along professional development initiatives ( $d=.254$ ,  $p\text{-value}=.002$ ) at a .01 significant level. It shows that professional development initiatives have a smaller but meaningful relationship with the frequency of teachers' promotion.

Finally, the result implies that there is a moderate to positive significant relationship among the 286 variables considered when it comes to the frequency of promotion of elementary school teachers in Capalonga District. As the number of promoted teachers increases, the leadership capability of the school heads in terms of communication, mentorship and guidance, decision making, recognition of excellence, and professional development initiatives tend to increase also. This finding was conformed by Shahzadi and Batool et al. (2023) that there is a strong positive correlation between school heads' leadership skills and secondary school teachers' promotion.

This implies that Capalonga Districts with a higher frequency of promotion among teachers are more likely to have leaders who excel in various aspects of leadership. Strong communication skills, mentorship and guidance, effective decision-making, recognition of excellence and a focus professional development initiative all contribute to effective leadership.

Table 8. Capabilities and the Frequency of Promotion among Elementary Teachers in Capalonga District

| School Head's Leadership Capability  | Frequency of Promotion |      | Remarks        |
|--------------------------------------|------------------------|------|----------------|
|                                      |                        |      |                |
| <i>Somers' d</i>                     |                        |      | <i>p-value</i> |
| Communication                        | .350**                 | .000 | Significant    |
| Mentorship and Guidance              | .319**                 | .000 | Significant    |
| Decision-Making                      | .238**                 | .007 | Significant    |
| Recognition of Excellence            | .302**                 | .000 | Significant    |
| Professional Development Initiatives | .254**                 | .002 | Significant    |

\*\*Correlation is significant @ .01 level

Thus, the null hypothesis that there is no significant relationship between the school head's leadership capability and the teachers' frequency of promotion was rejected. In fact, the results highlight the importance of leadership development in the organization.

This result conformed by Pramahsari and Triatna (2021) indicating that teacher performance can be improved through communication conducted by the principal, Munir and Amin (2020) indicated that structured mentorship significantly improved teachers' readiness for career advancement. Also, Elisterio and Servillon (2024) indicating school heads who make strategic decisions about teacher evaluations, career development programs, and mentorship initiatives play a direct role in promoting their staff. Additionally, Hussain et al. (2019) indicate that employee reward and recognition have a significant and positive effect on employee performance and career advancement. Moreover, the researcher concluded that when the school heads are highly capable in terms of communication, mentorship and guidance, decision-making, recognition of excellence, and professional development initiatives, the teachers are provided pathways for professional growth and promotions.

### 3.5. Proposed Intervention

Considering the findings, a Guidebook: Enhancing School Head Leadership Capabilities to Support Teacher Promotion, aims to develop to equip school heads with the skills and strategies needed to guide teachers toward career growth. It addresses key gaps in mentorship, delegation, and sustained professional development, aligning with DepEd Order No. 24 (s. 2020), EO No. 174 (s. 2022), and DepEd Order No. 007 (s. 2023).

The guidebook focuses on strengthening communication, building mentorship capacity, enhancing decision-making, recognizing excellence, and promoting professional development. Ultimately, it redefines school leadership as a catalyst for teacher advancement, fostering a culture of support, motivation, and continuous growth.

**4. Conclusion and Recommendations** The study concluded that most respondents were Teacher I, with 4–10 287 years of service, Master's units,

and assigned to small schools. Findings highlighted that while school heads excelled in articulating school goals and creating a culture of recognition, there were gaps in consistently informing staff about professional development and engaging in direct mentorship. Leadership in decision-making was adequate, but improvements are needed in delegation and shared leadership. Although professional development initiatives exist, their structure and continuity require strengthening. A significant number of teachers had not been promoted, and the study found a strong correlation between effective leadership and teacher promotion. In response, a comprehensive guidebook was developed to enhance school heads' capabilities in communication, mentorship, decision-making, recognition, and professional development to support teachers' promotion.

Several recommendations are proposed to enhance the school head's leadership capability. First school head should cultivate a culture of continuous learning with small schools by encouraging teachers to pursue further education and certifications. The school head should create leadership training programs specifically designed for Teacher I educators who may aspire to leadership roles. The school head should develop targeted professional development programs that cater to specific needs of teachers with 4-10 years of experience. Second, school head should attend training for school heads on effective mentorship practices, emphasizing the importance of actively engaging in mentorship activities. Third, school heads should implement professional development programs to prepare teachers for leadership roles and higher positions. Fourth, school head should establish ongoing leadership development programs for school heads, focusing on vital skills such as effective communication, mentorship best practices, and inclusive decision-making. Workshops, coaching sessions, and peer-learning opportunities can equip leaders with tools needed to better support their teachers. Fifth, in response to the findings, a comprehensive guidebook was developed to strengthen leadership capabilities among school heads. Lastly, it is recommended that the future researchers should explore the long-term impact of leadership development programs on teacher promotion rates and overall performance. They should conduct longitudinal studies to assess how sustained mentorship, professional development initiatives, and leadership training influence teachers' career progression over time. Furthermore, future research should examine the effectiveness of the developed guidebook in enhancing school heads' leadership capabilities and its role in facilitating teacher promotions.

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