

The Relationship of Leadership Styles and Organizational Productivity Skills to Teacher Professionalism

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Abstract

The primary aim of this study is to examine the relationship of leadership styles and organizational productivity skills to teacher professionalism. The leadership styles of the administrators were categorized as coercive, pacesetter, coaching, democratic, affiliative, and authoritative. The organizational productivity skills were assessed in terms of global strategic skills, team-building skills, organizational skills, communication skills, and transfer of knowledge skills. Teacher professionalism was discussed in terms of these components: teacher confidence, teacher practice, teacher collaboration, and teacher leadership. The study utilized the descriptive survey research method. There were (333) three hundred thirty three respondents classified as administrators group and teachers group. The following statistical tools were used to ensure the valid and systematic presentation, analysis and interpretation of data: frequency and percentage, weighted mean, t-test for independent samples, and Pearson Product Moment Correlation. The study revealed that school administrators are generally viewed as democratic and coaching leaders who allow people a say in decisions that affect their goals and how they do their work, thus, driving up flexibility, responsibility and keeping morale high. It can also be inferred from the finding that school administrators possess effective strategic skills which is primarily demonstrated by their openness to change particularly those concerning global trends and innovations. Apparently, it is also revealed that teachers manifest a high sense of professionalism in terms of teacher confidence and are highly capable of performing different classroom and school related tasks. They are described as efficacious teachers who are able to achieve good results with their students as well as with their respective schools. The more often school administrators employ the aforementioned leadership styles, the more professionalism is enhanced among the teachers. The school administrators' organizational productivity skills are significantly correlated to teacher professionalism. The more effective are the organizational productivity skills of school administrators, the more teacher professionalism is developed. It is highly recommended that the school administrators should express their willingness to help increase teacher professionalism by empowering the school teachers.

Keywords: Leadership Styles, Global Skills, Organizational Climate, Organizational Productivity Skills, Professionalism

1. Introduction

School administrators have been traditionally viewed as leaders because of the formal authority vested in their position. Early leadership research attempted to identify: which personality traits made a person a leader; the value of using different leadership strategies with people at differing levels of willingness and readiness; the leaders emphasis on tasks versus relationships; and the extent to which subordinates should be utilized in the decision-making process. The majority of these theories were based on the traditional view of a leader in relation to his/her followers. In order to expand current understandings of leadership beyond the limiting perspective, it is necessary to challenge the very nature and meaning of the constructs used in defining the subject. The basis of good leadership is honorable character and selfless service to organization. In the subordinates' eyes, leadership is everything a leader does that affects the organization's objectives and their well-being. A respected leader concentrates on what she is (beliefs and character), what she knows (job, tasks, human nature), and what she does (implement, motivate, provide direction).

Sagor (1999) pictured an effective school administrator as one who continuously gives meaningful personal and emotional support to teachers, promotes self-confidence, and holds teachers in high esteem. It is such a relationship that fosters favorable climate to heighten students' morale as well as improve students' achievement, and hence, school performance. This shows how the school administrator runs the school and manages the teachers is a big responsibility. A lot of pressures and numerous problems may crop up for the school administrator to wrestle day in and day out. It takes effort to effectively remove stumbling blocks to progress the

achievement.

Rinke (2001) discussed six leadership styles in the order of impact on the organizational climate and the situations in which they provide the best results. These are the following: (1) Coercive. This is a leader who demands immediate compliance. This leadership style has the most negative impact on the overall organizational climate, especially on responsibility and flexibility. One should avoid this style except in an emergency. (2) Pacesetter. This leader who sets extremely high standards for performance. This style has virtually the same negative impact on the overall organizational climate, especially on rewards and commitment. This style should be used sparingly. (3) Coaching. This is a leader who focused on developing people for future. This style has a positive impact on the overall organizational climate, especially on rewards, standards and clarity. This should be used when employees are interested and are willing to learn and be coached. (4) Democratic. This is a leader who achieves consensus through participation. If handled correctly, this style has a positive impact on the overall organizational climate. This style should be used when one has ample time and is working with employees who are knowledgeable and informed. (5) Affiliative. This is a leader who is interested in creating harmony and building emotional bonds with employees. This style works best when a leader wants to motivate employees, especially when they face stressful situations. And (6) Authoritative. Is a leader who mobilizes people with an incredible enthusiasm and a clear vision. This only works best when change requires a new vision or when employees are looking for a new direction. This style fails when employees are more knowledgeable or experienced than the leader.

Roland Earth as cited by Cowdery (2004) stated simply, "Teachers who become leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality...all of which spill over into their teaching." It is therefore apparent that a teacher-leader is someone who wants to make a difference, encourages colleagues to be motivated, and makes a contribution to the improvement of teaching and learning in a given setting once they are given the opportunity to do so.

According to Bass (2001) effective communication by leadership in three critical areas was the key to winning organizational trust and confidence. This can be done by: (1) helping employees understand how the company's overall business strategy. (2) helping employees understand how they contribute to achieving key business objectives and (3) sharing information with employees on both how the company is doing and how an employee's own division is doing relative to strategic business objectives. Improvement occurs in organizations that utilize their intellectual capital because employees understand the very nature of their work. Teachers and other staff members have a greater expertise of their situation than most individuals in positions of formal authority. Teachers need only to be encouraged along with the need for increasing collegiality, teamwork and partnership, and nurturing relationships.

The study of Coleman (2005) examined the relationship of principal and assistant principal leadership style in shaping teachers' perceptions of their schools as professional learning communities. The researcher proposed that the traditional distinctions between the classic modes of leadership, namely, transactional and transformational modes of leadership, are difficult to interpret within the framework of professional learning community without considering the interaction of the principal and assistant principal leadership roles. Using Leithwood's definitions of leadership as transformational and management as transactional there is a need for both leadership and management skills in the development of a professional learning community.

The study of Wilson (2004) examined the relationship between teacher leadership styles and teacher effectiveness, controlling for student gender, student ethnicity, student grade point average and teacher gender. The research was conducted using the Transformational theory of leadership do the Multifactor Leadership Questionnaire (MLQ 5x) was employed to measure the predictor variable of leadership style. Results revealed a statistically significant relationship between each of the three leadership styles in the Transformational model and the effectiveness of the teacher. No statistically significant correlations were reported between the demographic variables and teacher effectiveness.

According to Hickey and Harris (2005), teachers have diverse talents and abilities. Some instructors incorporate skills, such as cooperative learning, with an artistic flair, utilizing the students to create synergistic energy. Other teachers create learning environments through laboratories, inquiry, or lecture. Belasco and Stayer (1993) described the diverse talents of any organization as intellectual capital. Intellectual capital is the source of ideas and knowledge within any institution that can improve operations if used properly. Education, with its employee base of well-educated teachers, has an enormous quantity of intellectual capital that is often left untapped. Teachers have a practical perspective of the needs of a school that transcends the knowledge of an outside expert. This understanding of needs provides for personalized ideas designed to improve the organization. Allowing employees to participate in profound ways increases the sense of ownership that exists.

The purpose of Biello's (2005) study is to explore teachers' perceptions of voice in the decision making process within the secondary environment. Creekside is a suburban secondary school where teachers perceive that their

voices are a reflection of their expertise, autonomy, and professionalism. However, they feel that their voices are not welcomed or invited by the administration into the decision making process, particularly in matters of policy. Previous research suggested that professionalism among skilled personnel served as a form of resistance and control for coping with leadership behavior of their leaders. It was revealed that professionalism, as possessed by professional subordinates, would reduce their need for dependence on task-related information and reduce the effects of leadership from their leaders.

The purpose of Chan's (2006) study is to empirically analyze professionalism as a moderating variable in the leader-subordinate relationship. The main objectives of this study are: to investigate the level of professionalism among professional subordinates; to examine the leadership styles of building professional leaders as perceived by their professional subordinates; to examine the relationships between leadership styles and subordinates' work outcomes; and to analyze the moderating effects of subordinates' professionalism on the relationships between leadership styles and subordinates' work outcomes.

The findings of the study support the proposition that transformational and transactional leadership are in general positively correlated with subordinates' work outcomes while laissez-faire leadership showed negative effects. The results further support that transformational leadership can augment transactional leadership to produce more effective subordinates' work outcomes. The results of this study reveal that high levels of professionalism among subordinates serve to enhance the positive relationships between transformational leadership and subordinates' work outcomes.

2. Objectives of the Study

The primary aim of this study is to examine the relationship of leadership styles and organizational productivity skills of school administrators to teacher professionalism

Specifically, this study sought answers to the following questions:

1. As assessed by the teachers and the school administrators themselves, to what extent do the school administrators employ the following leadership styles: coercive; pacesetter; coaching; democratic; affiliative; and authoritative?
2. As assessed by the teachers and the school administrators themselves, how effective are the organizational productivity skills of the school administrators in terms the following indicators: global strategic skills; team-building skills; organizational skills; communication skills; and transfer of knowledge skills?
3. How do the teachers and school administrators perceive teacher professionalism in terms of the following: teacher confidence; teacher practice; teacher collaboration; and teacher leadership?
4. How significant is the relationship among the following variables: leadership styles and organizational productivity skills; leadership styles and teacher professionalism; and organizational productivity skills and teacher professionalism?

2.1 Research Paradigm

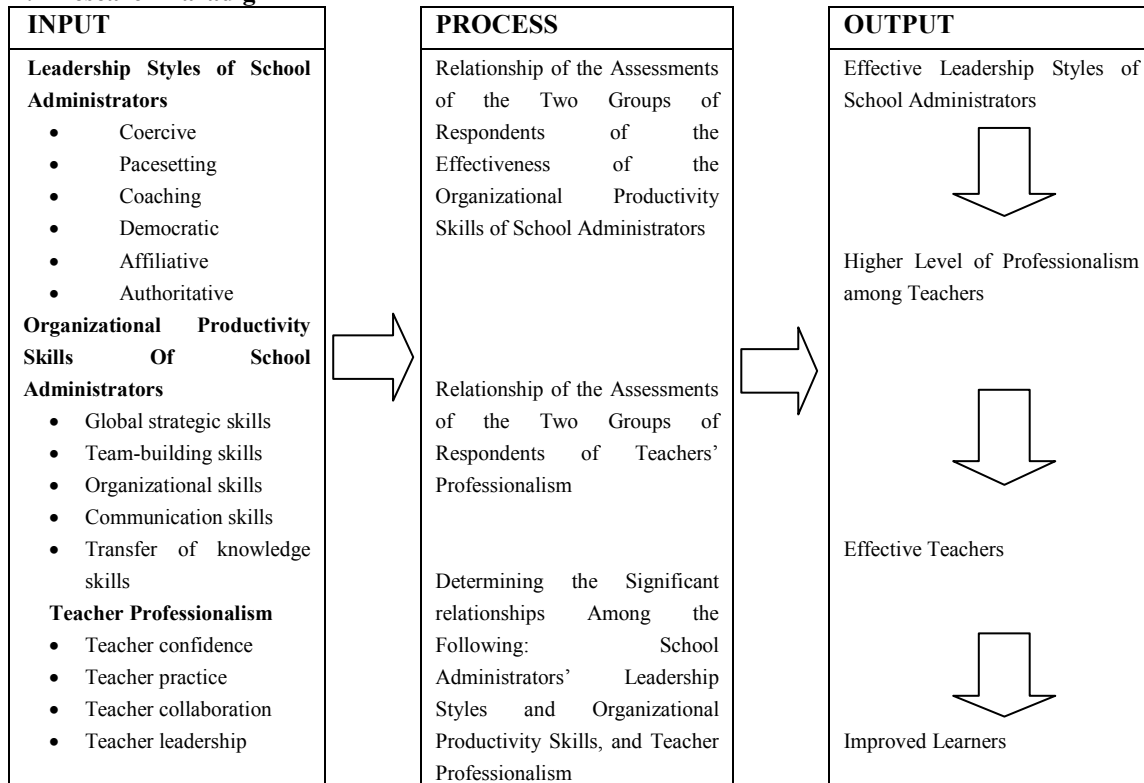


Figure 1

Figure 1 shows the paradigm of the study. It sought to highlight the relationship of the leadership styles and organizational productivity skills of the school administrators and its impact on teacher professionalism will redound to effective leadership styles adopted by the school administrators and an improvement of their organizational productivity skills leading to a higher level of professionalism among the teachers. In effect, the output will be more effective leadership skills among school administrators, more productive school administrators, higher level of professionalism among teachers, more effective teachers, effective teaching-learning process and improved learners.

3. Research Methodology

This study utilized the descriptive research method. This particular method was chosen because of its appropriateness of the study. The study involved a big number of participants. There were two groups of respondents: the administrator group and the teacher group. The teacher group was composed of three hundred teachers; and the school administrator respondents totaled to thirty-three. This research utilized the following instrument and techniques: (1) Questionnaire. The major tool in the gathering of data is the questionnaire which was designed according to the specific problems of the study, and (2) Interview. This technique was employed in order to get a better grasp of the present situation, aside from confirming and verifying the data inputs collected from the questionnaire. This study made use of the questionnaire as the interview guide.

4. Results and Discussion

Table 1. Summary of Extent to Which School Administrators Employ Different Leadership Styles as Assessed by Teacher Respondents and School Administrators Themselves

| Leadership Styles | Teachers | | | School Administrators | | | Total | | |
|---------------------------------------|----------|-----|-----|-----------------------|-----|---|-------|-----|---|
| | AWM | V.I | R | AWM | V.I | R | AWM | V.I | R |
| Coercive Leadership Style | 3.29 | ME | 6 | 3.02 | ME | 6 | 3.16 | ME | 6 |
| Pacesetting Leadership Style | 3.51 | GE | 5 | 3.31 | ME | 5 | 3.41 | ME | 5 |
| Coaching Leadership Style | 3.78 | GE | 1.5 | 3.90 | GE | 3 | 3.84 | GE | 2 |
| Democratic Leadership Style | 3.77 | GE | 1.5 | 3.96 | GE | 2 | 3.87 | GE | 1 |
| Affiliative Leadership Style | 3.66 | GE | 4 | 4.01 | GE | 1 | 3.84 | GE | 4 |
| Authoritative Leadership Style | 3.68 | GE | 3 | 3.87 | GE | 4 | 3.78 | GE | 3 |

In coercive leadership style the overall assessments of the respondent teachers and school administrators yielded average weighted means equal to 3.29 and 3.02, respectively, which reflect that school administrators generally employ the coercive leadership style only to a moderate extent. The teacher respondents registered an average weighted mean of 3.51 in the pacesetter leadership style, which infers that generally, the teacher respondents assessed that school administrators employ the pacesetter leadership style to a great extent and this tends to lower the morale of teachers since they feel overwhelmed by the school administrators' demands for extremely high standards of performance. On the other hand, the school administrator respondents generated an average weighted mean of 3.31, which implies that school administrator respondents believed that they practice the pacesetter leadership style only to a moderate extent. The respondent teachers and school administrators recorded average weighted means equal to 3.78 and 3.90, respectively, which infers that both the respondent teachers and school administrators use the coaching leadership style to a great extent and are greatly focused on developing people for the future. The overall assessments of the respondent teachers and school administrators yielded average weighted means of 3.77 and 3.96, which reflects that school administrators employ the democratic leadership style extent to a great extent as assessed by both groups of respondents. The average weighted means registered by the respondent teachers and school administrators were 3.66 and 4.01, respectively, which denotes that both the respondent teachers and school administrators observed that school administrators exercise affiliative leadership style to a great extent. The average weighted means recorded by the respondent teachers and school administrators equaled to 3.68 and 3.87, respectively, which infers that school administrators employ the authoritative leadership style to a great extent as assessed by both the respondent teachers and school administrators.

Table 2. Summary of Assessments of Respondent Teachers and School Administrators as to Degree of Effectiveness of School Administrators' Organizational Productivity Skills

| Organizational Productivity Skills | Teachers | | | School Administrators | | |
|--|----------|-----------|------|-----------------------|-----------|------|
| | AWM | V.I | Rank | AWM | V.I | Rank |
| Global Strategic Skills | 3.80 | E | 3.5 | 3.84 | E | 5 |
| Team Building Skills | 3.80 | E | 3.5 | 3.92 | E | 3 |
| Organizational Skills | 3.82 | E | 2 | 3.93 | E | 2 |
| Communication Skills | 3.79 | E | 5 | 4.02 | E | 1 |
| Transfer of Knowledge Skills | 3.85 | E | 1 | 3.91 | E | 4 |
| COMPOSITE AVERAGE WEIGHTED MEAN | 3.81 | EFFECTIVE | | 3.92 | EFFECTIVE | |

The average weighted means recorded by the respondent teachers and school administrators were 3.80 and 3.84, respectively, which reflects that school administrators possess effective global strategic skills which is primarily demonstrated by their openness to change particularly those concerning global trends and innovations. The overall assessments of the respondent teachers and school administrators registered average weighted means of 3.80 and 3.92, respectively, which suggests that school administrators possess effective team-building skills. The respondent teachers and school administrators yielded average weighted means of 3.82 and 3.93, respectively, which infers that school administrators possess effective organizational skills. The overall assessments of the respondent teachers and school administrators generated average weighted means equal to 3.79 and 4.02, which suggests that school administrators exhibit effective communication skills and in order to effectively achieve open communication lines, school administrators present well-defined rules and regulations, regularly give feedback on performance and are open to criticism and are easy on arguments. The teachers and school administrator respondents yielded average weighted means of 3.85 and 3.91, respectively, which implies that school administrator respondents possess effective transfer of knowledge skills.

Table 3. Summary of Assessments of Respondent School Administrators and Teachers of Teacher Professionalism

| Teacher Professionalism | Teachers | | | School Administrators | | |
|--|----------|-------|------|-----------------------|-----|------|
| | AWM | V.I | Rank | AWM | V.I | Rank |
| Teacher Confidence | 3.93 | A | 3.5 | 3.96 | A | 3 |
| Teacher Practice | 3.96 | A | 2 | 4.03 | A | 1 |
| Teacher Collaboration | 3.93 | A | 3.5 | 3.94 | A | 4 |
| Teacher Leadership | 4.00 | A | 1 | 3.99 | A | 2 |
| COMPOSITE AVERAGE WEIGHTED MEAN | 3.96 | AGREE | | AGREE | | |

The overall assessments of the respondent teachers and school administrators registered average weighted means equal to 3.93 and 3.96, both interpreted as "agree" and suggests that teachers manifest a high sense of professionalism in terms of teacher confidence and are highly capable of performing different classroom and

school related tasks. The average weighted means registered by the respondent teachers and school administrators were 3.96 and 4.03, respectively, both interpreted as "agree" and reflects a high sense of teacher professionalism in terms of teacher practice which is markedly evident by the varied teaching methods teachers utilize in their classes and their continuous learning and seeking of new ideas to improve their teaching. The overall assessments of the respondent teachers and school administrators recorded average weighted means equal to 3.93 and 3.94, respectively, both interpreted as "agree" and finding denotes a high sense of teacher professionalism in terms of teacher collaboration. The respondent teachers and school administrators registered average weighted means equal to 4.00 and 3.99, respectively, both interpreted as "agree" and reflects a high sense of teacher professionalism in terms of teacher leadership since teacher leadership is not only confined with the teachers' respective classrooms but extend beyond classrooms. Specifically, teachers share responsibility of making many of the important decisions that affect their schools and they given authority to express their personal views at staff meetings.

Relationship Between Leadership Styles and Organizational Productivity Skills

The coercive leadership style was not significantly correlated with the following organizational productivity skills: global strategic skills ($r=0.124$, $t=1.279$); team-building skills ($r=0.027$, $t=0.496$); organizational skills ($r=0.082$, $t=1.495$); communication skills ($r=0.059$, $t=1.081$); and transfer of knowledge skills ($r=0.043$, $t=0.775$). The pacesetting leadership style was not significantly correlated with the following organizational productivity skills: global strategic skills ($r=0.039$, $t=0.724$); team-building skills ($r=0.051$, $t=0.933$); organizational skills ($r=0.074$, $t=1.345$); communication skills ($r=0.085$, $t=1.559$); and transfer of knowledge skills ($r=0.033$, $t=0.594$). Significant relationships were observed between coaching leadership style and the following organizational productivity skills: global strategic skills ($r=0.233$, $t=4.349$); organizational skills ($r=0.255$, $t=4.805$); communication skills ($r=0.233$, $t=4.351$); and transfer of knowledge skills ($r=0.277$, $t=5.237$). On the other hand, the coaching leadership style was not significantly correlated with team-building skills ($r=0.151$, $t=1.780$). Significant relationships were observed between democratic style and the following organizational productivity skills: global strategic skills ($r=0.358$, $t=3.982$); team-building skills ($r=0.219$, $t=4.074$); organizational skills ($r=0.349$, $t=6.767$); communication skills ($r=0.338$, $t=6.524$); and transfer of knowledge skills ($r=0.302$, $t=5.764$). The affiliative leadership style was significantly correlated with the following organizational productivity skills: global strategic skills ($r=0.413$, $t=8.252$); team-building skills ($r=0.206$, $t=3.821$); organizational skills ($r=0.322$, $t=6.186$); communication skills ($r=0.253$, $t=4.754$); and transfer of knowledge skills ($r=0.264$, $t=4.985$). The authoritative leadership style was significantly correlated with the following organizational productivity skills: global strategic skills ($r=0.392$, $t=7.742$); organizational skills ($r=0.276$, $t=5.223$); and transfer of knowledge skills ($r=0.236$, $t=4.408$). On the other hand, the authoritative style was not significantly correlated with team-building skills ($t=0.162$, $t=0.988$) and communication skills ($t=0.164$, $t=1.02$). Based on the above findings; the coaching, democratic, affiliative and authoritative leadership styles were significantly correlated with organizational productivity skills. School administrators who make use of the aforementioned leadership styles more often were likely to express more effective organizational productivity skills than their counterparts. Conversely the coercive and pacesetting leadership styles have no significant impact on the organizational productivity skills of the school administrators. On the other hand, the coaching, democratic, affiliative and authoritative leadership styles have a significant impact on professionalism.

Leadership Styles and Teacher Professionalism

Coercive leadership style was not significantly correlated with teacher professionalism in terms of teacher confidence ($r=0.060$, $t=1.089$); teacher practice ($r=0.106$, $t=1.943$); and teacher leadership ($r=0.157$, $t=1.889$). However, coercive leadership style was significantly correlated with teacher collaboration ($r=0.214$, $t=3.987$). Pacesetting leadership style was not significantly correlated with teacher professionalism in terms of teacher confidence ($r=0.033$, $t=0.608$); teacher practice ($r=0.045$, $t=0.819$); teacher collaboration ($r=0.122$, $t=1.231$); and teacher leadership ($r=0.10$, $t=1.817$). Significant relationships were observed between coaching leadership style and teacher professionalism in terms of the following: teacher confidence ($r=0.326$, $t=6.270$); teacher practice ($r=0.226$, $t=4.216$); teacher collaboration ($r=0.274$, $t=5.173$); and teacher leadership ($r=0.256$, $t=4.822$). There were significant relationships between democratic leadership style and teacher professionalism in terms of the following: teacher confidence ($r=0.376$, $t=7.392$); teacher practice ($r=0.248$, $t=4.654$); teacher collaboration ($r=0.249$, $t=4.675$); and teacher leadership ($r=0.283$, $t=5.375$). Affiliative leadership style was significantly correlated with teacher professionalism in terms of the following: teacher confidence ($r=0.321$, $t=6.168$); teacher practice ($r=0.292$, $t=5.545$); teacher collaboration ($r=0.254$, $t=4.782$); and teacher leadership ($r=0.256$, $t=4.823$). Authoritative leadership style was significantly correlated with teacher professionalism in terms of the following: teacher confidence ($r=0.268$, $t=5.067$); teacher collaboration ($r=0.221$, $t=4.129$); and teacher leadership ($r=0.20$,

$t=3.714$). On the other hand, no significant correlation was observed between authoritative leadership style and teacher professionalism in terms of teacher practice ($r=0.186$, $t=1.447$).

As shown on the above data the coercive and pacesetting leadership styles have no significant bearing on teacher professionalism. On the other hand, the coaching, democratic, affiliative and authoritative leadership styles have a significant impact on professionalism. The more often school administrators employ the aforesaid leadership styles, the more professionalism is enhanced among the teachers.

Organizational Productivity Skills and Teacher Professionalism

There were significant correlations between global strategic skills and teacher professionalism in terms of the following: teacher confidence ($r=0.511$, $t=10.813$); teacher practice ($r=0.523$, $t=11.149$); teacher collaboration ($r=0.503$, $t=10.598$); and teacher leadership ($r=0.474$, $t=9.802$).

Team-building skills were significantly correlated with teacher professionalism in terms of the following: teacher confidence ($r=0.443$, $t=8.99$); teacher practice ($r=0.453$, $t=9.236$); teacher collaboration ($r=0.420$, $t=8.415$); and teacher leadership ($r=0.406$, $t=8.08$).

Organizational skills were moderately correlated with teacher professionalism in terms of the following: teacher confidence ($r=0.555$, $t=12.136$); teacher practice ($r=0.543$, $t=11.760$); teacher collaboration ($r=0.503$, $t=10.586$); and teacher leadership ($r=0.453$, $t=9.237$).

Significant correlations were observed between communication skills and teacher professionalism in terms of the following: teacher confidence ($r=0.559$, $t=18.228$); teacher practice ($r=0.541$, $t=11.702$); teacher collaboration ($r=0.501$, $t=10.533$); and teacher leadership ($r=0.431$, $t=8.699$).

Transfer of knowledge skills were significantly correlated with teacher professionalism in terms of teacher confidence ($r=0.708$, $t=18.228$); teacher practice ($r=0.655$, $t=15.773$); teacher collaboration ($r=0.587$, $t=13.180$); and teacher leadership ($r=0.510$, $t=10.77$). The above tables revealed that the school administrators' organizational productivity skills are significantly correlated to teacher professionalism. This means that the more valuable and effective are the organizational productivity skills of school administrators, the more teacher professionalism is established.

4. Conclusions and Recommendations

School administrators are generally democratic and coaching leaders who allow people a say in decisions that affect their goals and how they do their work, thus, driving up flexibility, responsibility and keeping morale high. School administrators possess effective organizational productivity skills particularly transfer of knowledge skills and organizational skills. School administrators who employ the aforementioned leadership styles more often were likely to demonstrate more effective organizational productivity skills than their counterparts. The more often school administrators employ the aforementioned leadership styles, the more professionalism is enhanced among the teachers. The school administrators' organizational productivity skills are significantly correlated to teacher professionalism. The more effective are the organizational productivity skills of school administrators, the more teacher professionalism is developed. In the light of the significant findings and conclusions of the study, the following recommendations are offered: School administrators must continue their democratic and coaching skills to instill their leadership capabilities to their subordinates. This can be done by doing the following: (1) identify qualities of world-leaders from group. (2) develop these leadership potentials of others. (3) help create opportunities to develop these potentials of others. The school administrators should try to develop organizational productivity skills which were found wanting based on the results of the study. They can try our time tested people management skills and managerial skills needed to introduce and install innovations and reforms in the educational system. They should be committed to the development of human resources in the organization. The school administrators should express their willingness to help increase teacher professionalism by empowering the school teachers. The teachers should be given newer appraisal approaches, feedback systems, teacher performance review and other-need approaches. The school administrators and teachers should realize that in the process of serving the educational system, individual, organizational and social objectives have to be met. In this case, leadership styles, professionalism and organizational productive skills have an interplay of functions. To develop higher levels of competency, creativity and fulfillment, they should carry out tasks, activities, projects and programs all geared at transforming themselves into better, and more responsible people and creating an organizational climate in which they may contribute expanded capabilities and opportunities for improvement and effectiveness. Participation in human resource seminars, in-house training and productivity conferences is a most welcome organizational behavior pattern for administrators and teachers alike.

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