

# Correlates of Challenges and Competencies of Female Teacher-Leaders based on Teacher Leadership Standards

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**Abstract:** This study investigates the leadership competencies of female teacher-leaders in the educational sector, focusing on their profiles, self-assessment, and evaluation by immediate supervisors based on established teacher model standards. The research examines seven key areas: fostering a collaborative culture, accessing and using research, promoting professional learning, facilitating instructional improvements, promoting the use of assessments and data, improving outreach with families and communities, and advocating for student learning and the profession. The study reveals that female teacher-leaders primarily fall within the 30-45 age range and hold a Master's degree, indicating that younger and highly educated women are more likely to assume leadership roles. Self-assessment shows that these leaders perform well in fostering collaboration, using research, and promoting professional learning, but there is room for improvement in utilizing assessments, engaging with communities, and advocacy. Supervisors generally agree with these self-assessments, especially in collaboration and professional learning, though they rate advocacy slightly higher, suggesting potential underestimation by the leaders themselves. The study finds no significant differences in leadership competencies based on age, but educational attainment shows a significant impact, with Master's degree holders rating their competencies higher. Challenges faced by female teacher-leaders include balancing work and family responsibilities, overcoming gender bias, and navigating resource limitations and interpersonal relationships. Recommendations for enhancing leadership capabilities include providing targeted training, fostering research participation, implementing peer observation, and developing community engagement programs. Advocacy skills should be strengthened through specialized training and platforms for expressing concerns. The study concludes by proposing a leadership development program tailored to the needs of female teacher-leaders, emphasizing continuous professional growth, mentorship, and inclusive policies to support their advancement.

**Keywords:** Female Teacher-Leaders, Leadership Competencies, Educational Leadership, Professional Development.

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## 1. Introduction

The sustainable growth of an educational institution depends significantly on how administrators and teachers assume leadership roles. Engaging teachers in various responsibilities, involving them in leadership teams, and mentoring them to develop leadership skills are essential for school improvement. In recent years, substantial scholarship has been dedicated to enhancing teacher leadership competencies, reflecting its crucial influence on student learning and school culture. Those who engage in teacher leadership have seen its positive impact on their students and colleagues (NEA, 2002-2019).

Despite women's significant contributions to education, their underrepresentation in educational leadership remains a pervasive issue, especially in the Asian Chinese context, where male-dominated traditions have prevailed for thousands of years (Lu, 2020). According to the World Bank's 2020 statistics, 44% of higher education teachers worldwide are women. In China, the 2021 National Education Development Statistics Bulletin reported that 51.22% of full-time university teachers are women, with a higher percentage in private institutions. This data underscores the importance of studying female teachers' leadership behaviors to enhance higher education.

In Chinese schools, classes form the most stable unit, significantly influencing students' growth. Classes comprise a few students, a class teacher, and several subject teachers,

fostering a consistent environment for learning and social interactions. This stable setting highlights the crucial role of female teachers in shaping students' educational experiences.

Social role theory suggests that women are often perceived as more attentive and considerate, while effective teachers also require traits like strength, determination, and confidence. These contrasting expectations lead to biases against female leadership, such as assumptions that women are less hardworking, overly emotional, or indecisive. Additionally, societal expectations place extra burdens on women to balance career success with family responsibilities, often requiring them to work harder than their male counterparts to achieve similar recognition.

The researcher, working in a private university where more than half of the teachers are women, observes that many female teachers, despite their passion and dedication, are unsure of how to leverage their strengths to help students succeed. This study aims to explore the perceived challenges female teachers face in realizing their leadership potential within educational institutions.

Teacher leadership has gained popularity in education, highlighting the pivotal role teachers play in school operations and the core functions of teaching and learning. Teacher leaders, whether in formal or informal roles, face numerous challenges, including lack of time and resources, balancing multiple roles, and dealing with burnout. Poor relationships with peers or administration, inadequate communication, and resistance to change further inhibit teacher leadership.

In China, women hold less than 5% of leadership positions in higher education (Zhao & Jones, 2017). Female leaders often distance themselves from leadership as a professional identity, aligning with social and cultural expectations. This study seeks to address these issues by understanding female teachers' leadership challenges and proposing strategies to enhance their leadership capabilities.

## 2. Theoretical Framework

There are two theories that can be distinctly refer to this study. The first is the Distributed Leadership Theory which emerged from the discussions of some educators a decade ago. One of the proponents is Copland (2003) who believes that this new direction is aimed “to create and sustain broadly distributed leadership [emphasis added] systems, processes and capacities (Wenner & Campbell, 2016). Two other proponents of the idea, Spillane and Diamond in 2007 as cited by Johnson, Dempster, and Wheely (2016) explained that distributed leadership is synonymous to shared leadership and collaborative leadership which are all ideas used in School Leadership and Management. In the study of Tian, Risku and Collin (2015), they reviewed the literatures on distributed leadership from 2002 to 2013. Eight researches attempted to investigate the use of the theory to teachers and teams' perspectives by focusing on the interactions of those involved in relations to teacher leadership. They were unable to focus on the roles of these teachers and their team or as stated, “more on the resources which emerged from teacher and team leadership than on the agency which teacher or team leadership allowed.” This one aims to examine leadership from the viewpoint of the individual as an agency.” The use of the Distributed Leadership Practice (DLP) emanating from the theory of Distributed Leadership which focuses on interactions rather than the agents in some schools in the United States was very successful that many schools in Philadelphia have followed the model. The idea of the DLP is to strengthen the relationship of the administrators and teachers to improve interactions that affect the organization structure of the schools. However, it is noted that that DLP does not mean that all stakeholders should lead instead each of the stakeholder has a role to help in achieving the school's goals, but the crafting and execution of a system of roles and interactions need to be exact, clear and wellimplemented (Harris & DeFlaminis, 2016). The other theory is called, “York-Barr and Duke's Teachers Leadership Theory.” In 2004, these theorists in education studied what teacher leadership about and attempted to define it in 1980s. With the concept of empowering teachers to do more roles as leaders in the community and not just in schools, this theory was used as basis of teacher quality mandates across America and some parts in the world in 2004. Triantaffyllou (2018) enumerated how York-Barr and Duke viewed teacher leadership: benefits of employee participation; expertise about teaching and learning; acknowledgement, opportunities, and rewards for accomplished teachers; and benefits to students. Heaven and Bourne (2016) noted in their study that York-Barr and Duke found that instructional leadership that constantly evaluates their teachers do not significantly affect their performance as the evaluation process that some administrators utilized are redundant, and it does not give enough suggestions for improvement. Thus, this research looked at some specific indicators that can be used as checklists by the administrators and teachers for meaningful discussions on improving leadership roles and competencies.

## 3. Statement of the Problem

This study aims to determine the perceived challenges on female teacher-leader based on the Teacher Leadership Standards Towards a development program.

Specifically, it will seek answers to the following questions:

(1) What is the profile of the female teacher-leader in terms of the following:

- 1) age
- 2) educational attainment
- 3) years in service

(2) What is the assessment of the female teacher-leader on their leadership competencies based on the teacher model standards in terms of the following:

- 1) Fostering a Collaborative Culture to Support Educator Development and Student Learning
- 2) Accessing and Using Research to Improve Practice and Student Learning
- 3) Promoting Professional Learning for Continuous Improvement
- 4) Facilitating Improvements in Instruction and Student Learning
- 5) Promoting the Use of Assessments and Data for School and School Improvement
- 6) Improving Outreach and Collaboration with Families and Community
- 7) Advocating for Student Learning and the Profession

## 4. Methodology

### 4.1. Research Design and Locale

This research utilized a descriptive-comparative approach to analyze numerical data on female teacher-leaders' competencies. Quantitative methods were employed to explain phenomena within educational institutions, collecting numerical data analyzed through statistical methods. The study was conducted at Hubei Enshi College, a comprehensive undergraduate institution in Enshi, Hubei, China. The college, which enrolls nearly 16,000 students, has a diverse range of programs and emphasizes multi-disciplinary education, including a significant focus on medicine and related fields.

### 4.2. Population and Sampling

The study involved 98 female teacher-leaders from the School of Medicine at Hubei Enshi College. Additionally, selected immediate supervisors participated in answering questionnaires and focus group discussions to provide qualitative insights. The research instrument used was the Teacher Leader Model Standards, developed by the Teacher Leadership Exploratory Consortium in 2008. This framework includes seven domains of teacher leadership, such as fostering a collaborative culture, accessing research, promoting professional learning, and advocating for student learning.

### 4.3. Data Gathering Procedure and Ethical Considerations

Data collection was initiated with a formal request for permission from the college administration. Upon approval, data were gathered from the participants, then scanned, reviewed, and analyzed statistically. The analysis employed frequency counts, percentages, weighted means, standard deviations, and t-tests/ANOVA to interpret the data. Ethical

considerations included obtaining informed consent, ensuring confidentiality and anonymity, and securing ethical approval from relevant boards. Participants' autonomy and privacy were respected throughout the study, ensuring voluntary participation without coercion.

## 5. Results

This chapter presents the data analysis and interpretation of the findings from the given questionnaire to the chosen respondents involved in the study. The sequence of the presentation was based on the statement of the problem as stated in Chapter 1, of which the main objective of the researcher was to assess the awareness of student-athletes on their perception of the implementation of the disaster management system.

### 5.1. The Demographic Profile of the Female-Teacher-Leader

**Table 1.** Frequency Distribution of the Female-Teacher-Leader Profile in Terms of Age

Age	Frequency	Percentage
19-21 years old	23	25.3%
22 – 25 years old	66	72.5%
Above 25 years old	2	2.2%
Total	91	100.0%

The data indicates that the majority of female teacher-leaders are between 22-25 years old, representing 72.5% of the sample. This suggests a youthful demographic, likely at the early stages of their careers. A smaller proportion, 25.3%, are aged 19-21, while only 2.2% are above 25 years old, indicating limited representation of older individuals. This trend might reflect institutional hiring practices favoring younger candidates or higher attrition rates among older educators. The significant concentration of younger respondents highlights the potential need for targeted professional development programs that address the unique challenges and growth opportunities for early-career female teacher-leaders. Additionally, the low representation of older individuals may suggest a need to explore retention strategies and career progression support for more experienced educators to maintain a balanced and diverse leadership demographic within educational institutions.

**Table 2.** Frequency Distribution of the Female-Teacher-Respondents' Profile in Terms of Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	28	30.8%
Master's Degree	56	61.5%
Doctoral Degree	7	7.7%
Total	91	100.0%

The majority of respondents hold a Master's degree (61.5%), suggesting high educational attainment among female teacher-leaders. Those with a Bachelor's degree make up 30.8%, while only 7.7% have a Doctoral degree. This distribution indicates a well-educated sample, with advanced degrees being common, likely reflecting the educational requirements for leadership roles within the institution. The

high percentage of respondents with Master's degrees underscores the importance of advanced education in achieving leadership positions in the education sector. This trend may also highlight the value placed on continued professional development and specialization. The relatively low number of Doctoral degree holders might reflect the rigorous and time-consuming nature of such programs, or it could suggest that fewer leadership roles require or encourage this level of academic achievement. Further analysis could explore the impact of these educational qualifications on leadership effectiveness and career progression within the institution.

**Table 3.** Frequency Distribution of the Female-Teacher-Respondents' Profile in Terms of Years in Service

Years in Service	Frequency	Percentage
Less than 5 years	27	29.7%
5 – 10 years	41	45.1%
11 – 15 years	14	15.4%
Above 15 years	9	9.9%
Total	91	100.0%

Most female teacher-leaders have 5-10 years of service (45.1%), indicating they are in the early to mid-stages of their careers. Those with less than 5 years represent 29.7%, while 15.4% have 11-15 years of service. Only 9.9% have more than 15 years, suggesting a trend towards a younger, less experienced demographic in leadership roles. This distribution highlights the dynamic and evolving nature of the teaching profession, where many educators are still building their careers and gaining experience. The lower percentage of respondents with more than 15 years of service could be due to career transitions, retirements, or progression to higher administrative roles outside of teaching. Understanding these trends is crucial for developing targeted support and retention strategies for educators at different career stages, ensuring a sustainable and experienced leadership pipeline within educational institutions.

### 5.2. Leadership Competencies based on Teacher Model Standards

Female teacher-leaders excel in creating an inclusive culture, as indicated by the highest mean score of 3.22. They are proficient in effective communication and collaboration, but there is room for improvement in promoting diversity and inclusion. This suggests a solid foundation in collaborative practices, with opportunities for further growth in specific areas. The ability to foster a collaborative culture is crucial for educational development and student learning, as it enhances teamwork, problem-solving, and conflict resolution among educators. By focusing on advanced collaboration strategies and conflict management training, institutions can further enhance these competencies. Additionally, creating platforms for sharing best practices and experiences can help female teacher-leaders learn from one another and continuously improve their collaborative efforts. Overall, strengthening these competencies can lead to a more cohesive and productive educational environment, benefiting both teachers and students.

**Table 4.** Female-Teacher-Leaders’ Assessment on their leadership competencies based on the teacher model standards in terms of Fostering a Collaborative Culture to Support Educator Development and Student Learning

<b>Fostering a Collaborative Culture to Support Educator Development and Student Learning</b>	<b>Mean</b>	<b>SD</b>	<b>Qualitative Description</b>	<b>Interpretation</b>	<b>Rank</b>
1.Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;	3.13	0.73	True of Me	Practiced	3
2.Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;	3.18	0.64	True of Me	Practiced	2
3.Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning	3.07	0.65	True of Me	Practiced	4
4.Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges;	3.22	0.63	True of Me	Practiced	1
5.Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and f) languages to promote effective interactions among colleagues	3.03	0.66	True of Me	Practiced	5
Composite Mean	3.13	0.66	True of Me	Practiced	

Legend: 3.26-4.00 Very True of Me/Highly Practice      2.51-3.25 True of Me/ Practiced.  
 1.76-2.50 Slightly True of Me/Slightly Practiced    1.00-1.75 Not True of Me/ Not Practiced.

**Table 5.** Female-Teacher-Leaders’ Assessment on their leadership competencies based on the teacher model standards in terms of Accessing and Using Research to Improve Practice and Student Learning

<b>Accessing and Using Research to Improve Practice and Student Learning</b>	<b>Mean</b>	<b>SD</b>	<b>Qualitative Description</b>	<b>Interpretation</b>	<b>Rank</b>
1.Assists colleagues in accessing and using research to select appropriate strategies to improve student learning	3.03	0.69	True of Me	Practiced	4
2.Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;	3.09	0.69	True of Me	Practiced	1
3.Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues;	2.99	0.69	True of Me	Practiced	5
4.Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning	3.04	0.73	True of Me	Practiced	3
5.Uses information about emerging education, economic, and social trends in planning and i) facilitating professional learning	3.05	0.66	True of Me	Practiced	2
Composite Mean	3.04	0.69	True of Me	Practiced	

Legend: 3.26-4.00 Very True of Me/Highly Practice      2.51-3.25 True of Me/ Practiced.  
 1.76-2.50 Slightly True of Me/Slightly Practiced    1.00-1.75 Not True of Me/ Not Practiced.

Female teacher-leaders are effective in facilitating data analysis and using educational trends to improve practices, with the highest mean score of 3.09. However, they need to enhance their external research collaborations. This indicates a strong ability to apply research internally, but a need for broader professional engagement. By encouraging participation in research projects and providing access to academic journals and research databases, institutions can help these leaders stay updated with the latest educational research. This focus on continuous improvement through research can lead to more effective teaching strategies and better student outcomes. Moreover, fostering partnerships with higher education institutions and other research organizations can provide valuable opportunities for professional development and collaborative projects. Enhancing these competencies will not only benefit individual teacher-leaders but also contribute to the overall advancement of educational practices within the institution.

Female teacher-leaders are competent in promoting data-

driven professional learning, with the highest score of 3.12. They effectively use technology and advocate for professional development but need to better address diverse learning needs. This highlights strengths in fostering continuous improvement, with specific areas for development. Institutions can enhance these competencies by implementing regular professional development workshops and seminars that focus on current trends and innovations in education. Additionally, providing training on adult learning principles and differentiated instruction can help address the diverse learning needs of colleagues. By supporting teacher-leaders in these areas, schools can create a more dynamic and effective professional learning environment that encourages continuous growth and development. This, in turn, can lead to improved teaching practices and better student outcomes, ultimately fostering a culture of excellence and lifelong learning within the educational community.

**Table 6.** Female-Teacher-Leaders’ Assessment on their leadership competencies based on the teacher model standards in terms of Promoting Professional Learning for Continuous Improvement

Promoting Professional Learning for Continuous Improvement	Mean	SD	Qualitative Description	Interpretation	Rank
1.Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;	3.07	0.70	True of Me	Practiced	4
2.Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning	2.99	0.72	True of Me	Practiced	5
3.Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;	3.10	0.73	True of Me	Practiced	2.5
4.Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning	3.12	0.70	True of Me	Practiced	1
5.Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;	3.10	0.67	True of Me	Practiced	2.5
Composite Mean	3.07	0.70	True of Me	Practiced	

Legend: 3.26-4.00 Very True of Me/Highly Practice 2.51-3.25 True of Me/ Practiced.  
1.76-2.50 Slightly True of Me/Slightly Practiced 1.00-1.75 Not True of Me/ Not Practiced.

**Table 7.** Female-Teacher-Leaders’ Assessment on their leadership competencies based on the teacher model standards in terms of Facilitating Improvements in Instruction and Student Learning

Facilitating Improvements in Instruction and Student Learning	Mean	SD	Qualitative Description	Interpretation	Rank
1.Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture	2.98	0.67	True of Me	Practiced	4
2.Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;	3.05	0.67	True of Me	Practiced	1
3.Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;	3.02	0.68	True of Me	Practiced	3
4.Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe	2.95	0.70	True of Me	Practiced	5
5.Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction	3.03	0.74	True of Me	Practiced	2
Composite Mean	3.01	0.69	True of Me	Practiced	

Legend: 3.26-4.00 Very True of Me/Highly Practice 2.51-3.25 True of Me/ Practiced.  
1.76-2.50 Slightly True of Me/Slightly Practiced 1.00-1.75 Not True of Me/ Not Practiced.

Female teacher-leaders are skilled in engaging in reflective dialogue and promoting diversity in instructional strategies, with the highest mean score of 3.05. However, they could improve in guiding technology use. This suggests effective instructional leadership with potential for enhanced technological integration. Institutions can support these leaders by providing training on the latest educational technologies and their applications in the classroom. Encouraging the use of technology to facilitate collaborative

learning and connect students with global resources can enhance teaching effectiveness and student engagement. Additionally, fostering a culture of reflective practice among educators can help continuously improve instructional strategies and address diverse student needs. By focusing on these areas, schools can enhance the overall quality of instruction and promote a more inclusive and innovative learning environment.

**Table 8.** Female-Teacher-Leaders’ Assessment on their leadership competencies based on the teacher model standards in terms of Promoting the use of Assessments and Data for School and School Improvement

Promoting the use of Assessments and Data for School and School Improvement	Mean	SD	Qualitative Description	Interpretation	Rank
1.Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards	2.96	0.68	True of Me	Practiced	4
2.Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning	3.05	0.69	True of Me	Practiced	1
3.Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues	2.99	0.71	True of Me	Practiced	3
4.Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning	3.00	0.73	True of Me	Practiced	2
5.Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs	2.95	0.72	True of Me	Practiced	5
Composite Mean	2.99	0.71	True of Me	Practiced	

Legend: 3.26-4.00 Very True of Me/Highly Practice 2.51-3.25 True of Me/ Practiced.  
1.76-2.50 Slightly True of Me/Slightly Practiced 1.00-1.75 Not True of Me/ Not Practiced.

Female teacher-leaders are proficient in collaborating on data use to improve educational practices, with a top mean score of 3.05. However, there is room for growth in increasing colleagues' capacity to use diverse assessment tools. This indicates a need for targeted support in data-driven decision-making. Institutions can enhance these competencies by providing training in advanced data analysis and interpretation techniques. Encouraging a culture of data-driven decision-making can lead to more precise teaching strategies and better outcomes for students. Schools might

also consider establishing mentorship programs to support teacher-leaders in applying data effectively, fostering a collaborative environment where best practices are shared. Addressing these insights can lead to more effective instruction and improved student learning outcomes. Strengthening technology skills among teacher-leaders can also enable them to integrate digital resources more seamlessly into the classroom, enhancing engagement and learning opportunities for students.

**Table 9.** Female-Teacher-Leaders’ Assessment on their leadership competencies based on the teacher model standards in terms of Improving Outreach and Collaboration with Families and Community

Improving Outreach and Collaboration with Families and Community	Mean	SD	Qualitative Description	Interpretation	Rank
1.Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;	2.96	0.67	True of Me	Practiced	3
2.Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;	2.98	0.70	True of Me	Practiced	2
3.Facilitates colleagues’ self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;	2.91	0.71	True of Me	Practiced	5
4.Develops a shared understanding among colleagues of the diverse educational needs of families and the community;	3.02	0.67	True of Me	Practiced	1
5.Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community	2.95	0.67	True of Me	Practiced	4
Composite Mean	2.96	0.68	True of Me	Practiced	

Legend: 3.26-4.00 Very True of Me/Highly Practice 2.51-3.25 True of Me/ Practiced.  
1.76-2.50 Slightly True of Me/Slightly Practiced 1.00-1.75 Not True of Me/ Not Practiced.

Female teacher-leaders excel in developing a shared understanding of diverse educational needs, with the highest score of 3.02. Yet, they need to enhance cultural responsiveness. This suggests effective community engagement, with opportunities to improve interactions with diverse groups. Institutions can support these competencies by developing community engagement programs and providing training in effective communication strategies with

families and community stakeholders. By fostering strong relationships with families and the community, schools can create a more supportive learning environment for students. Enhancing cultural responsiveness among educators can also contribute to more inclusive and effective educational practices. These efforts can lead to better collaboration between schools and communities, ultimately benefiting student learning and development.

**Table 10.** Female-Teacher-Leaders’ Assessment on their leadership competencies based on the teacher model standards in terms of Advocating for Student Learning and the Profession

Advocating for Student Learning and the Profession	Mean	SD	Qualitative Description	Interpretation	Rank
1.Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;	2.93	0.76	True of Me	Practiced	4
2.Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students	2.97	0.78	True of Me	Practiced	1
3.Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members	2.96	0.68	True of Me	Practiced	2
4.Advocates for access to professional resources, including financial support and human	2.95	0.78	True of Me	Practiced	3
5.Provide access to other material resources that allow colleagues to spend significant time learning about leadership.	2.90	0.78	True of Me	Practiced	5
Composite Mean	2.94	0.76	True of Me	Practiced	

Legend: 3.26-4.00 Very True of Me/Highly Practice 2.51-3.25 True of Me/ Practiced  
1.76-2.50 Slightly True of Me/Slightly Practiced 1.00-1.75 Not True of Me/ Not Practiced

**Table 11.** Summary of the Female-Teacher-Leaders’ Assessment on their leadership competencies based on the teacher model standards

Leadership Competencies	Mean	SD	Qualitative Description	Interpretation	Rank
1.Fostering a Collaborative Culture to Support Educator Development and Student Learning	3.13	0.66	True of Me	Practiced	1
2.Accessing and Using Research to Improve Practice and Student Learning	3.04	0.69	True of Me	Practiced	3
3.Promoting Professional Learning for Continuous Improvement	3.07	0.70	True of Me	Practiced	2
4.Facilitating Improvements in Instruction and Student Learning	3.01	0.69	True of Me	Practiced	4
5.Promoting the Use of Assessments and Data for School and School Improvement	2.99	0.71	True of Me	Practiced	5
6.Improving Outreach and Collaboration with Families and Community	2.96	0.68	True of Me	Practiced	6
7.Advocating for Student Learning and the Profession	2.94	0.76	True of Me	Practiced	7
Composite Mean	3.02	0.70	True of Me	Practiced	

Legend: 3.26-4.00 Very True of Me/Highly Practice 2.51-3.25 True of Me/ Practiced  
1.76-2.50 Slightly True of Me/Slightly Practiced 1.00-1.75 Not True of Me/ Not Practiced

Female teacher-leaders are adept at advocating for teaching practices that meet diverse student needs, with the highest

mean score of 2.97. However, they need more support in securing resources for professional development. This indicates a strong commitment to student advocacy, with potential for improved access to resources. Institutions can enhance these competencies by providing training in advocacy skills and creating platforms for teacher-leaders to voice their concerns and suggestions. Additionally, ensuring that teacher-leaders have access to necessary resources, such as funding and materials, can support their professional growth and leadership development. By addressing these areas, schools can foster a more supportive environment for teacher-leaders to advocate effectively for student learning and the teaching profession. This, in turn, can lead to better educational outcomes and a more inclusive and equitable learning environment.

In summary, female teacher-leaders are generally proficient across various leadership competencies, with a composite mean score of 3.02. They excel in fostering collaborative cultures and promoting professional learning. However, they need more support in advocacy and community outreach. These findings suggest strengths in teamwork and continuous improvement, with opportunities for enhanced advocacy and engagement. Schools can leverage these strengths to foster a collaborative and innovative educational environment. Additionally, providing targeted support in advocacy and community outreach can help address the identified areas for improvement, ensuring a more well-rounded leadership approach. This balanced focus can lead to improved educational practices and better student outcomes, ultimately fostering a culture of excellence and inclusivity within the institution. The demographic profile of female teacher-leaders indicates that the majority are relatively young, with the largest group (72.5%) aged 22-25 years, followed by those aged 19-21 years (25.3%), and only a small fraction over 25 years old (2.2%). In terms of educational attainment, most respondents hold a Master's degree (61.5%), followed by those with a Bachelor's degree (30.8%), and a smaller group with Doctoral degrees (7.7%). Regarding years of service, the largest group has 5-10 years of experience (45.1%), followed by those with less than 5 years (29.7%), 11-15 years (15.4%), and more than 15 years (9.9%). These findings suggest that female teacher-leaders are predominantly young and well-educated, with significant early to mid-career experience.

The assessment of female teacher-leaders' leadership competencies, based on teacher model standards, reveals several key insights. In fostering a collaborative culture, the highest mean score (3.22) was for creating an inclusive culture, while the lowest (3.03) was for promoting effective interactions among colleagues from diverse backgrounds. For accessing and using research, the highest score (3.09) was for analyzing student learning data, whereas the lowest (2.99) was for collaborating with higher education institutions. In promoting professional learning, the highest competency (3.12) involved data-driven approaches, while the lowest (2.99) concerned responding to diverse learning needs. When facilitating instructional improvements, the top competency (3.05) was engaging in reflective dialogue, but guiding technology use scored lowest (2.95). For promoting the use of assessments, the highest score (3.05) was for collaborating on data interpretation, and the lowest (2.95) was for team leadership in addressing curricular expectations. In improving outreach and collaboration with families and community, the highest competency (3.02) was developing a shared

understanding of diverse educational needs, while the lowest (2.91) was for facilitating cultural responsiveness among colleagues. Lastly, in advocating for student learning, the highest score (2.97) was for using research to support teaching practices, and the lowest (2.90) was for providing access to leadership development resources. These findings highlight strengths in fostering inclusive, collaborative, and data-driven practices but also indicate areas for improvement, particularly in technology integration, cultural responsiveness, and securing resources for professional growth. Institutions can leverage these insights to design targeted professional development programs that enhance both the strengths and the identified areas for growth among female teacher-leaders.

## 6. Conclusion

1) The frequency distribution of age shows a significant concentration in the 22-25 age range, with much smaller representation in other age groups. Further analysis could explore why the distribution skews toward younger respondents and what factors contribute to the limited representation of older individuals.

2) The frequency distribution of educational attainment among female teacher-respondents indicates that a significant majority have achieved advanced degrees, with over 60% holding at least a Master's degree. This high level of educational attainment could reflect the requirements for leadership roles within the education sector, where advanced degrees might be necessary for career progression or specialization.

3) The frequency distribution for years in service shows a trend toward a concentration in the 5-10 years range, with smaller proportions at the higher and lower ends of the spectrum. This pattern may reflect the career structure within the teaching profession, where a significant number of educators are in the early to mid-stages of their careers. It could also indicate a demographic shift toward younger teachers, as seen in the previous data on age distribution. Further analysis might consider how the years in service correlate with other factors, such as educational attainment, teaching roles, or leadership positions.

4) It is concluded that female teacher-leaders are generally competent across a range of leadership domains, with a composite mean score of 3.02 and a standard deviation of 0.70. This indicates that the assessed competencies are generally practiced by these teacher-leaders. The results reveal both strengths and areas for improvement within the scope of leadership competencies.

## 7. Recommendations

1) It is recommended that most respondents are relatively young, potentially indicating that these individuals are at the early stages of their careers or are within a context where younger individuals are more prevalent. The high level of educational attainment in this sample indicates a strong foundation of academic excellence, which likely plays a key role in the effectiveness and impact of female teacher-leaders. By exploring correlations between educational attainment and other factors like years of experience or leadership positions, researchers could identify patterns that contribute to successful leadership in educational settings and the years in service correlate with other factors, such as educational attainment, teaching roles, or leadership positions. Additionally, exploring the reasons behind the smaller

representation of those with more than 15 years of service could provide insights into career longevity, attrition rates, or progression to other roles within the education sector.

2) It is recommended that by focusing on these insights, schools and educational institutions can design targeted professional development programs and leadership training that not only bolster the strengths of female teacher-leaders but also equip them with the tools and resources to overcome their challenges. This balanced approach could lead to enhanced educational practices and improved student outcomes.

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