INFLUENCE OF AFFIRMATIVE LEADERSHIP ON PUPILS’ LEARNING

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Leadership influences learning. It is attested that positive leadership leads to attaining a common goal (Maxwell, 2019). School heads' leadership is a crucial but most essential aspect in education. The position implicates the management of the whole educational institution and has a significant brunt on the subordinates and students. It is their responsibility to handle both the academic staff and the learners to pursue a common goal to attain quality academic performance. The way they manifest their leadership functions has a considerable impact on pupils' learning. It is because pupils' learning is the end goal of school leadership. Nonetheless, if school heads' positive leadership directly influences teachers, it results in an affirmative classroom ambiance.

As schools shifted to remote delivery of education (Montemayor, 2020), there is a need for school heads to intensify their affirmative leadership.

Positive leadership is experiential leadership. It involves the modeling of positive behavior that aims to enhance the positive emotions of the subordinates. Thus, positive school leaders are always interested in the development and enhancement of their teachers. They possess a high level of self-awareness, optimism, and integrity. It is not just empowering them. It is honing them to be future leaders through different professional opportunities that they may excel. They also capacitate them with other skills that are beneficial to the institutions and the learners.

As public schools implement remote learning, the practice of positive leadership is needed. It is because positive leaders make a difference. Their positive influence provides high satisfaction and productivity among teachers. Thus, they may be able to
overcome challenges in educational instructions in the new normal of education. They can devise, create and adopt the self-learning module (Pe Dangle & Sumaoang, 2020). This self-learning module's creation extends to the teacher's array of tasks that need to be prioritized. Forming a self-learning module from scratch is not an easy task. In the absence of positive leadership that motivates and promotes productivity among teachers, the output will undoubtedly not helpful to the end-users. Positive leaders are also keen and proactive in facilitating training for teachers to enhance their skills. It is another commendable gesture to capacitate teachers even with the limitation of the situation. Teachers' professional skills are enhanced through school-initiated webinars aligned to their needs and demands of the new normal.

The downfalls of the performance of the school heads are their poor coordination with people around the educational institutions (Botha, 2004). If they rightfully influence the teachers, promoting positive leadership around them, the team will perform well. Further, if the teachers perform well, then the pupils will reap the benefits. This kind of domino effect clearly emphasizes the indirect impact of positive leadership on learning. Indeed the school heads' leadership is one of the sheer essential tasks that the school needs to surmount any challenges and accomplish the educational goals. Leadership generates an impact on the learning of students. Positive leadership truly helps to develop learners' knowledge and improves their ability to cope with the changing times.

References:


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