CLICK Program: A Community of Practice Promoting Teachers' Self-Regulating Attributes and Leadership Potentials

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One transformation that schools can do to address the challenges in school leadership is to identify teachers with teaching capabilities and leadership potentials. In the study, adopted and self-made questionnaires were used to collect data among 35 teachers-respondents from public secondary schools in Naga Division. Significant findings revealed that Novice Teachers manifested eight attributes while Experienced Teachers established five of self-regulating attributes with 80% high level of potential leadership. The primary goal of the paper is to describe the self-regulating attributes and leadership potentials of public secondary teachers who were valuable in solidifying future leaders of the Department of Education.

Keywords: self-regulating attributes, leadership potential, novice teachers, experienced teachers

INTRODUCTION

Teacher quality is one of the indicators of the kind of education affecting student's achievement and performance (Goe & Stickler, 2008; Hakim and Sara, 2017). The school performance is affected by the type of leader prominent in leading the group of teachers, students, and stakeholders. There are many challenges in leadership, and there has been an extensive calling internationally on leadership and management skills as deciding and influential factors needed for new leaders in preparation for the 21st-century challenges (Bass & Riggio, 2006; Parascandalo, 2014).

School principals can shift their efforts from serving as instructional leaders to develop teacher leaders and provide opportunities to organize schools in ways that maximize the best educational practices (Berry and Farris-Berg, 2016). Yet, teachers having negative perceptions over their school heads due to several issues on the kind of leadership and management being practice by the school head. Online articles, collection of story articles, and teachers' experiences present the negativity towards the school principal. These scenarios show that the high involvement and quality of performance by the people involved in school affect the overall school achievement. One transformation that school should focus on doing nowadays is to identify teachers who demonstrated capabilities not only in teaching per se but has the leadership potentials that constitute the concept of teaching leadership (Berry, Daughtrey & Weider, 2010; Danielson, 2006; Hammond & Rothman, 2001; Galland, 2008; Alegado, 2018). Perhaps, among novice and experienced teachers, there might be potential leaders that may have the skills and attributes to lead. Dembo (2001) and Randi (2004) as cited by H. Bembenutty, et al., (2015) agreed that teaching skill is not enough but integration and adaptation of self-regulatory learning strategies into educational programs and curricula should be given utmost consideration. Besides, to face an increasingly challenging and complex world, people are rediscovering the importance of teaching character traits such as performance-related

traits (adaptability, persistence, resilience). Also, the moral-related attributes (integrity, justice, empathy, ethics) indicated in the publication of Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World (Schleicher, 2012).

Self-Regulation

Self-regulatory learning is defined as a goal-oriented process, proceeding from the aforethought phase through self-monitoring and self-control to self-reflection (Pintrich, 2000, 2004; Vrieling, Bastiaens, & Stijnen, 2012). Moreover, according to H. Bembenutty, et al., (2015), teaching-learning abilities and skills are inadequate in current pre-service and in-service teachers, therefore, the recommendation of integrating the main self-regulatory learning strategies in the teaching curricula is valuable to let future teachers lead on their learning content and pedagogy.

The ability to self-regulate is a desirable quality due to its positive effect on someone's behavior. It also leads to numerous accomplishments in achieving the set goals. Self-regulation is the process whereby learners systematically direct their thoughts, feelings, and actions toward the attainment of their objectives (Flavell & Mille, 1998; Kuo, 2010). According to Bandura (1994), perceived self-efficacy is described as human beliefs about their capabilities that can produce the desired performance level that may leave an impact in their lives. The process of metacognition of self-regulated learners can plan, set goals, organize, self-monitor, and self-evaluate during the acquisition. This process makes them self-aware and knowledgeable in their approach to learning. In the process of intrinsic motivation, self-regulated learners have high self-efficacy and are interested in the task. Self-regulation theory by Roy Baumeister (1996) claims that there are four components: standards of desirable behavior, motivation to meet standards, monitoring of situations and thoughts that precede breaking quality, and willpower, or the internal strength to control urges. He describes that the ability to self-regulate is limited in capacity due to lack of stability, failure of self-actions monitoring, or lack of self-control. Barry Zimmerman (2002) defines self-regulation as self-generated thoughts, feelings, and behaviors oriented to attaining goals. He conceptualized self-regulation as a cyclical process with three phases: forethought, performance, and self-reflection. Based on the cyclic process of self-regulatory phases by Zimmerman and theories by Bandura, the researcher was able to identify the initial self-regulating attributes such as self-efficacy, self-esteem, accountability, integrity, self-monitoring, self-control, problem-solver, goal setting, positive-framing, self-evaluation, emotional stability, help-seeking, self-reflective, and self-discipline.

Novice Teachers

Novice teachers enter the profession with high hopes about the kind of impact that they will be able to have on students' lives, but often disappointment of the reality present in the school culture. Teacher preparation programs should consider integrating the self-regulatory learning strategies into curricula (Randi, 2004; Bembenutty, et al., 2015). In Cyprus, a mentor, who may be the school deputy head or an experienced teacher with a significant period of service, is often appointed to take responsibility for newly qualified teachers. Also, in Georgia, the "Novice Teacher Induction Program" has been initiated in 2008, where in the first phase of the program, 100 inductees had trained by 58 mentor teachers in 36 schools; (The Right to Education and Teaching Profession, UNESCO, 2015). Novice teachers can learn to lead at any given time in schools (Muijs & Harries, 2003; Cheng & Szeto, 2016). It suggested that novice teachers can first learn to lead in small and supportive tasks and then gradually take up more leadership roles and responsibility in complex initiatives in schools over time. Schools can provide coaching and mentorship opportunities to foster their leadership efficacy in their early career (Lambert, 2003; Muijs, et al.; 2013, Cheng & Szeto, 2016).

Experienced Teachers

According to Kardos & Johnson (2010), an expert teacher is described as someone skilled in a specific area, proficient, and state of superiority in performance due to series of achievements after several years of exposure and practice. These teachers are characterized by efficiency, automaticity, effortlessness, and

fluidity (Tsui, 2009). Expert teachers are experienced teachers who perceive the need to develop and recondition their experience and educational perspective (Farell, 2003; Gun, 2014).

Leadership

Li, Hallinger, Kennedy, & Walker (2016) suggested for the principals to put more effort and adjust their leadership practices on the instructional leadership and professional development of teachers by heightening the school capacity and professional learning at a high level. Wilks, Shults & Berg (2018) emphasized that one way of addressing the issues of faculty is to conceptualize and conduct leadership development programs that will increase the impact on college culture and contribute to the enhancement of institutional effectiveness of teaching and learning. Beatriz, P., Deborah, N., & Hunter, M. (2008), elaborated the role of principals as changing and increasing due to demands set of a variety of functions which consists of financial and human resource management and leadership for learning.

Leaders and managers require extensive skills and traits to overcome situational challenges that may arise in the organization. Therefore, being a leader is a pivotal point of change and success. All of these will be possible if an individual possesses the self-regulating attributes that may develop his strong beliefs of regulating one's thoughts, feelings, and behaviors. Thus, the researcher sought to bridge this gap by focusing on the self-regulating attributes of public-school teachers and their leadership potentials.

Objectives of the Study

Many educators are now striving to increase student-teachers' self-regulating learning opportunities throughout their initial training (Lunenberg and Korthagen, 2003; Vrieling, et al, 2012). It is eminent that self-regulating learning (SRL) has foster students' deep and meaningful learning, resulting in significant gains in learning, problem-solving, transfer, and academic achievement in general (VanderStoep, et al., 1996, Valle, et. al., 2003, Nota, et al., 2004, Sundre and Kitsantas, 2004; Vrieling, et al., 2012). Virtanen, Niemi, & Nevgi (2017) gathered the importance of student teachers' high learning motivation and capability for self-regulation to become evident for the achievement of the best professional competences. This study aimed to find out the self-regulating attributes and leadership potentials of novice and experienced teachers in public secondary schools of Naga City Schools Division. Specifically, the study sought to answer (1) what are the self-regulating attributes of novice and experienced public school teachers?, (2) what is the level of leadership potentials of novice and experienced teachers?, and (3) what program or project can be proposed to Naga City Schools Division? The result of this study may further develop and sustain the current level of all teachers when it comes to leadership necessary as the future leaders of the organization.

MATERIALS AND METHODS

The present study is mixed-method research that employed the quantitative and qualitative research design to explore the self-regulating attributes as well as the level of leadership potentials of novice and experienced teachers in a public secondary school in Naga City. The collection of data for the research was conducted on the second to the third quarter of the S/Y 2018-2019. Twenty-five (25) novice teachers and ten (10) experienced teachers out of 9 public secondary schools participated in the interview and survey conducted. A focused group discussion (FGD) among the respondents and invited participants were performed to gain insights as support to the results from the interview.

The author's self-made questionnaires for novice and experienced teachers consisted of twelve (12) question statements. These survey-questionnaires explore the self-regulating attributes of teachers manifested in their school performance. A parameter checklist was made indicating the self-regulating statements to confirm the given responses. Ten (10) open-ended questions for focused group discussions were formulated to verify the generated results. In this instrument, the researcher anticipates the responses as insights to further support the answers from the in-depth interview. The sets of survey-questionnaires were approved by expertise with a Ph.D. qualification in their area of specialization before its implementation.

Baseline Leadership Assessment instrument is a computer-generated tool adopted from the link of Multnomah County Oregon available on https://multco.us/file/42573/download. It has a 5-Likert point scale ranging from (1) "Never", (2) "Rarely", (3) "Sometimes", (4) "Sometimes", and (5) "Always". The tool consists of 19 competency-based leadership with an average of 3 statements related to each quality. The instrument tool was employed to determine the level of leadership potential of teacher-respondents. Communication was sent asking permission from the Multnomah County of Oregon before its use.

Responses to the open-ended questions were analyzed using the constant comparative method. It determines the pattern of the similarity and distinct self-regulated attributes of the participants of this study during the focus group discussion. In the first phase, the comparison was made within the single interviews within the group. Open coding of each statement using a specific code was done in comparisons to establish the regularity within the same interview. Afterward, additional pieces of information connected with the category were compared to determine if there was a repetition of before generating the final common and distinct data within the transcribed interviews. Lastly, through the constant comparative method, interview responses were attested from the statements that surfaced from FGD.

RESULTS AND DISCUSSION

The discussion focused on the following: (1) the essential themes generated in the collected data from novice and experienced public school teachers that led to the identified self-regulating attributes. The concepts obtained from the in-depth interview of Novice Teachers are the following: capability, in-control, optimistic, self-evaluation, emotional maturity, seek help, proactive, and work and time-management. For Experienced Teachers, the discussion focused on the following themes generated as being responsible, honest, self-monitoring, problem-solver, and self-reflection. Besides the self-regulating attributes, (2) the level of leadership potentials of novice and experienced teachers were also pointed out; finally, (3) the developed leadership program for the teachers of Naga City Schools Division has presented and discussed.

Self-Regulating Attributes
Novice Teachers

As presented in Table 1, the main themes surfaced are capability, in-control, optimistic, self-evaluation, controlled emotions, seek help, proactive, organize, responsible, honest, self-monitoring, problem-solver, and self-reflection.

Capability

The capability of an individual demonstrates the extent of the ability to perform related tasks distinctively the challenging issues and concerns that arise in the workplace. The focus group discussion response correlates to the concept of the capability of a person.

> "The question kasi mahalaga talaga na malaman muna natin 'yong kilalanin lalo na pag mayroon tayong isang program para hindi mas talagang kilalanin, alamin natin ang kakayahan niya, paniniwala kasi mas maganda nagkakakaunawaan kayo sa pagtupad ng isang layunin". (*We have to know his ability and belief so that we understand his capacity to achieve his goal*)."

Since the novice group is mostly young, they have strong determination and motivation to show their capability to successfully carry out any task given to them by their superiors. Possessing strong self-efficacy builds up self-determination and motivation that strengthen the capacity of a person. It leads to achieving excellence in the chosen craft. Notably, self-efficacy is one of the self-regulating attributes of novice teachers. This result confirms the studies of researchers Iwamoto, Hargis, Bordner, and Chandler (2017); Bandura (1997); Pajares (2003); Schunk (1991), Sujatha and Kavitha (2018) that when learners have a high self-efficacy; they tend to work harder to be persistent, participate better in the course, and establish a

productive work environment. It also supported the beliefs about their ability to make use of skills and knowledge effectively to accomplish selected outcomes (Schunk, 1990; Kuo, 2010).

TABLE 1
SELF-REGULATING ATTRIBITES OF NOVICE TEACHERS

Common Responses	Basic Code Theme	Major Theme
I know because if there is something, they will be given to me. I know they will give it to me because they know that I have the ability and capacity to do that task.	Ability Capacity	Capability
For being calm, just being calm and then because in calmness you can find the right answer, you can find the right decision.	Calmness Right Decision	In-control
I accept it positively like I accept it very optimistically 'coz I know for sure that it would help me grow and it would help me to go into for the next activities.	Accept it positively Accept it optimistically	Optimistic
At the end of the day, at the end of the activity, siyempre ine-evaluate mo self-evaluation before you retire to bed o maski ano i-evaluate kung tama ba si ginibo ko. *(At the end of the day or activity, I evaluate if my action is correct before retiring to bed.)*	Evaluate	Self-Evaluation
Normally kasi Ma'am as a teacher, andun na tayo eh, 'yong emotions, 'yong feelings, you have to control it para naman siyempre smooth 'yong relationship and maganda ahh 'yong kalalabasan. *(Normally as a teacher, it is given to control your emotions and feelings to be able to have a good outcome.)*	Emotion and Feelings	Emotional Maturity
As I have told you already, I always ask help from my co-teachers. I always ask for the help of my peers here because I cannot work alone especially in this kind of institution, I cannot work alone.	Ask Help Cannot Work Alone	Seek Help
If I'm going to stay in this profession, I see myself in a higher position, maybe Master Teacher or Principal. Of course, first finish my Grad School, training or course and then apply.	See in higher position	Proactive
Pano ko na maximize, gabos na hiro ko kaya organized, mayo akong as much as possible mayo akong nasasayang na oras maski na sana sa harong. Nakaschedule kaya yan, gabos yan nakasked so kaya mayo akong masyadong problem sa time, dakulon time. *(I maximize time in an organized and timely manner so as not to waste my time even at home).*	Organized Timely manner	Work and Time-Management

In-Control

It is noted that teachers can stand up on their own when facing difficult situations in their profession. Teachers are cautious of reactions they may display in public, so they tend to control their behaviors to avoid any conflicts with the students, colleagues, school principals, and stakeholders. Practicing calmness and positivity helps teachers to resolve situations as well as encourage them to make a better result. The fact that teachers are in control of their actions shows that they are aware of making immediate decisions to avoid any circumstance that may put them in a compromise situation. To further attest the statement in the in-depth interview, it has a distinct response from the focus group discussion (FGD) that states:

> "So that they will have more self-control, and the more they can be more they can have more of the possible solutions and the more possible solutions that they can generate."

This result affirms the study of Rotter (1990); Dagal and Bayindir (2016) that individuals with impregnable control within themselves are more sensitive to their surroundings and accept responsibility to sustain it. Zimmerman (2001), in his description of self-regulation theory, self-control is one of the four levels of development where he discussed the involvement of learners' attempts to display observable behavior with minimal guidance from the teacher.

Optimistic

Being optimistic is significant due to the role of teachers as the second parent of the learners in school. By accepting positively, and optimistically the shortcomings or challenging tasks help teachers to grow, improve, and develop their positive framing in their profession and life. When teachers are consistently doing their job well and have a positive framing quality, it ensures the chance to increase the success rate in the field of teaching. As what has shared in FGD:

> "I think because if the issues or conflicts is negative, you will think negative also. You can't think of possible or positive way of resolving the conflict. So, it should be optimistic in everything."

The given result support the studies of Peterson, Park (2004); Schueller, Seligman (2008); and Sezgin, Erdogan (2015) that optimism represents a state of cognition and emotion regarding what the future lies ahead. Optimistic people look on the bright side of life as they believe that they can overcome any challenges that may arise.

Self-Evaluation

Conducting evaluations personally and professionally is very significant since this is the procedure that determines the strengths and weaknesses of displayed actions and decisions. It also identifies the limitations of an individual that may lead to improving one's self-awareness. Through self-evaluation, it determines the progress in achieving one's goals and aspirations or which level one commits failures. As explained in one of the statements from FGD:

> "May mga program naman na ginagawa so nakalagay naman sa program kung kelan e-evaluate and then siyempre during sa pag-implement ng program, sa kalagitnaan ng program, pwede sa katapusan ng program, mage-evaluate ka talaga." (There are programs as to when it should be evaluated; will it be before, during, and after the program implementation, but at the end, you have to really evaluate)."

These results relate to the that being a good teacher must continuously develop himself/herself from professional and personal aspects, explores and evaluates opportunities and possibilities for self-improvement (Seferoğlu, 2004; Arslan 2017). Meanwhile, in Zimmerman's conceptualized self-regulation cyclical process, self-evaluation is applied in the self-reflection part where it examines the level of

satisfaction and adapts circumstances whether the task need to be repeated or the cycle is on its satisfactory level.

Emotional Maturity

Being able to control emotions and show composure is remarkable because regulating teacher's feelings, thoughts, and behaviors are necessary for dealing with different personalities not only with the students but also with the colleagues and school heads. Beginning teachers are gradually experiencing the realities in the educational system. By keeping emotions in control is beneficial in carrying out their duties and responsibilities effectively. Emotional stability will always help the person to be cautious and maintain a professional demeanor. Besides, emotionally stable teachers endure minor stresses and strains coming from workloads. As what had transpired in the FGD which support the interview from the novice teachers:

> "Very significant, for me that is very significant because we know we are professionals and we really have to maintain our emotional stability and professionalism."

It validates the study of Aydogdu, Celik, and Eksi (2017) that emotional abilities inform individuals whether the situation is positive or negative in the kind of attitudes and behaviors manifested by them. Thus, the ability to believe in one's emotional competence is outstanding in the context of understanding the actions and conduct regarding the given situation.

Seek Help

Seek help is essential in the field of education for the focal purpose of achieving the mission-vision of the organization. The teacher needs more of a helping hand to conduct successfully the programs, projects, and activities given by the agency, Department of Education. As part of a school community, teachers interact with students, parents, colleagues, school heads, and the stakeholders to perform the assigned tasks and duties successfully. If one will not need a helping hand nor extend help to others, personal and professional growth are affected. The distinct response from the FGD supports the statement of the novice in which valuing of one's opinion is necessary to resolve any confusion and conflicts encountered.

> "After the classroom observation, the usual not only during the post-conference every time and then that the teachers will approach us and ask something regarding their problem or challenges in teaching, we used to give them advice on what to do."

The study of Prayekti (2015) corresponds to the attribute of help-seeking. In the student's point of view, if the students face difficulties, they will share, discuss, or brainstorm it with their peers, teacher, or others who are more competent in resolving that difficulties. Independent student has the tendencies to search for learning by showing their creativity of self-initiative and able to perform even without the guidance just the references provided. Jones & Harris (2014); Jones, Adams, Hwee Joo, Muniandy, Perera & Harris (2015) that as the pressure grows and the demands for educational excellence increases, it increasingly clear that improving school performance cannot be located with the principal alone. There is a need for distributed or shared leadership.

Proactive

Proactive in setting goals is needed in planning and putting the initial plan into action to have a greater chance of accomplishing the set goals. As future leaders, teachers must not conform to the traditional way of doing things but be creative in dealing with the different situations before, during, and after. To avoid failures, teachers tend to be proactive by weighing the advantages and disadvantages that may happen in the future. Thus, goal setting attribute shows the ability to set, attain, and consistently exceeds measurable goals. This attribute is highly significant in novice teachers to see the precise value of the profession if there are no personal and professional goals. The response from FGD shows the similarity of being proactive in a situation in which they look beyond the situation and consider the pros and cons of actions and decisions.

> "The thing to foresee, if this is the action that I need to do. The pros and cons, you have to weigh the pros and cons of your actions and being proactive."

These results relate to the study on self-regulation processes that includes goal setting (Schunk, 2001; Grow, 1991; Zimmerman, 2008; Khiat, 2015), planning the strategies and timelines to achieve the goals (Ambrose, et al., 2010; Pressley & Woloshyn, 1995; Schunk, 2001; Zimmerman, 2008; Khiat, 2015) and flexibly implementing learning strategies (Ambrose, et al., 2010; Paris & Paris, 2001; Zimmerman, 2008; Khiat, 2015). The study of Schunk & Zimmerman (1998) as cited by Iwamoto, Hargis, Bordner, and Chandler (2017) of self-regulated learning, stated that learning happens with the influence of student's self-generated thoughts, feelings, strategies, and displayed behaviors which are vital toward the set goals.

Work and Time-Management

Focus on work promptly plays a significant description in self-discipline because the achievement of goals depends on the quality of time one has devoted to a task. Teachers who are self-disciplined has a great focus and has a strong character in attitude and behaviors. Time-management is a vital factor in determining the success rate of one's accomplishment. As supported by the statement in the focus group discussion.

> "Discipline can be achieved by observing standards. It is always in relation to the standard set before a person that he should act."

These results confirm the study of Kuo (2010) about the characteristics of learners utilizing the strategies for learning, managing time, planning, organizing, monitoring, and evaluating to fit any situational demands. Moreover, self-regulated learning is substantial for individuals to be responsible, to regulate, and to discipline themselves in enhancing learning capacity based on their wants and decisions (Prayekti, 2015).

Experienced Teachers

The results gathered were analyzed and yielded to main themes: responsible, honest, self-monitoring, problem-solver, and self-reflection. The discussion on Table 2 focused on the main themes generated from the in-depth interview and focused group discussion.

Responsible

Being responsible is one of the qualities needed in the teaching profession. No matter how good you are in your field of specialization, if you cannot perform your duties and responsibilities well, then it is futile. Experienced or proficient teachers have more responsibilities compared to novice teachers since they have been in that organization for quite some time. Their experiences and exposures have gained the maturity level and expertise in leading the organization. When an individual has a belief in one's ability to carry out activities required to attain educational goals, one possesses the self-efficacy attribute. These are the kind of people who have the self-determination to accomplish their task. As generated from the FGD, teachers should focus themselves in achieving their goals to the best of their abilities.

TABLE 2
SELF-REGULATING ATTRIBUTES OF EXPERIENCED TEACHERS

Common Responses	Code Basic Theme	Major Theme
Because when I look at my duties and responsibilities, I think I can carry out those responsibilities.	Duties Responsibility	Responsible
So, if you are honest, if you value honesty so you work well without hesitations, without anything in minds that others might have been hard with your work, actions.	Honesty Work well without hesitation	Honest
We have monitoring tool and evaluation tool and then go over again if the objectives were carried out if all those have been written in the proposal have been accomplished and they were probably look at what are the things that could still be improved.	Monitoring Evaluation Go over again	Self-Monitoring
Hear both sides of there are things contradicting ideas, I can also help them solve, give solutions to the problem.	Hear both sides Give solutions	Problem Solver
Maybe I am leaving already so much out of my comfort zone, so probably it is a way for me to reflect. To think [na wala naman], then I have to do the right thing and let the superior check what I am doing is really correct.	Reflect Check	Self-Reflection

"For me, it is very important since the teachers can internalize their job and the task to be accomplished giving in the best that they can."

These results confirm the studies of Asakereh & Yousofi (2018); Virtanem, Niemi, Nevgi, Hakim, and Sara (2017) that teachers need to exert effort on self-efficacy and self-esteem to achieve the best professional competencies. Also, by determining one's efficacy it paves the way to successful performance personally and professionally. For the experienced teachers, their self-efficacy put them in more stable condition due to the exposed training they attended during their stay in the educational institution (Malinen, Savolainen, 2011).

Honest

As what had transpired in the focus group discussion, honesty conforms to the golden rule. Since teachers are the role model for the students, they expect to carry out themselves in a respected way. One indicator of being a role model is being honest in words and inactions. Honesty is consequential not only in education but in any other profession as it reflects the kind of employee at the workplace. The teaching profession guarded with moral values and principles indicated in professional ethics is the standard-based for teacher's actions in public. Expectations for teachers should always be consistent with their behavior. Consistently practice daily the saying, walk the talk. Honesty is the basic form of an individual's trait and values. The statement from the FGD emphasizes the professional integrity to the teachers.

"I think its professional integrity, integrity that should be liable for their actions. When we say professional integrity it's the totality of the professional standard expected of the teacher."

The results support integrity as distinctly correlated with conscientiousness as with other personality dimensions (Murphy, Lee, 1994; Bazzy, 2012) and emotional stability is one of the integrity dimensions (Wanek, et al., 2003, Bazzy, 2012). Moreover, Bazzy (2012) found out that self-control is a significant contributor to the variance in integrity.

Self-Monitoring

Self-monitoring of development plans and actions should regularly be conducted because it is through this method that the progress of teachers determined the performance of the programs set by the Department of Education. Through self-monitoring, the experienced teacher is aware if weaknesses can still be improved. For this group, self-monitoring will put them on the right track as their duties and responsibilities are quite challenging compared to the beginning teachers.

> "We have monitoring tool and evaluation tool and then go over gain if the objectives were carried out if all those have been written in the proposal have been accomplished and they were probably look at what are the things that could still be improved."

The results support the works of Bandura about Social Cognitive Theory in which there are four core competencies of human; the self-reactiveness, self-monitoring, maintaining control over the plans to achieve those set goals, and aspirations. In the case of the work-related task for teachers, they monitor or check the development of methods and actions. The capability to monitor cognitively may lead to improved learning strategies and to rectify deficiencies in knowledge (Karabenick, 1996; Sharma and Bewes, 2011). Further, the self-regulation theory by Baumeister (1996) claimed that monitoring of situations and thoughts is part of the four components. He mentioned that the ability to self-regulate is limited due to lack of stability, failure of self-actions monitoring, or lack of self-control.

Problem-Solver

The ability to see the problem from different perspectives and giving solutions are the concrete qualities of a problem-solver. It is a positive characteristic of teachers to see the shortcomings in the situation as a challenge and a learning opportunity. Having the ability to see problems from different perspectives helps to create practical solution. It is a remarkable quality that can be possessed by a leader. Problem-solving is one self-regulating attribute that is evident among experienced teachers due to the years spent to various difficult situations that developed their leadership skill. As some of them conveyed from the interviews that through listening to different ideas, experienced teacher may give an appropriate solution to the problem.

> "Hear both sides of there are things contradicting ideas, I can also help them solve, give solutions to the problem."

The result confirms the facts described by Zimmerman & Paulsen (1995); Kuo (2010) that self-regulated learners seek out information when needed and take the necessary steps to master tasks. That is, when they face such difficulty, they will find a way to succeed. Moreover, they are also problem seekers or solvers who accept failures but do not admit defeating effortlessly. Instead, they look for ways to be prepared and come up with brilliant ideas.

Self-Reflection

The conduct of reflection of accomplishment is necessary because this is an effective way of evaluating the success of activities and programs implemented. Furthermore, this method will identify the limitations and weaknesses that can still be improved and developed. Through reflection, the individual may be able to see his weaknesses and limitations. By way of self-reflection, experienced teachers have the time to assess and evaluate themselves, their actions, and their behaviors. In the FGD, the participants emphasize the importance of reflection.

"Yes, always do the reflection. Every night I am doing that what I have done this whole day, "Lord I'm sorry I failed to do this.""

These results highlight the study of Cherkowski, (2018); Gencel and Saracaloglu (2018) that doing reflective thinking provides an opportunity to re-evaluate, question, examine and select the appropriate track of the previous strategies when faced with problems.

Level of Leadership Potentials

The table 3 shows that among the 35 teacher-respondents, there are 80% of novice and experienced teachers who are high potential leaders; 16% of novice and 20% of experienced teachers considered as moderate; and 1% and 0% of novice and experienced teachers classified as low potential leader respectively. It is the result taken from the Baseline Leadership Assessment tool. Moreover, the instrument also presented the competencies possessed by leaders in different levels of leadership potential.

TABLE 3
LEADERSHIP POTENTIAL

Teachers	Novice	Experienced	Total
High Potential Leader	20(80%)	8(80%)	28(80%)
Moderate Potential Leader	4(16%)	2(20%)	6(175)
Low Potential Leader	1(4%)	0(0%)	1(3%)
TOTAL	25(100%)	10(100%)	35(100%)

Novice Teachers

There are 20 or 80% of novice teachers who are high potential leaders because they possess all the competencies required of a leader. Table 4 shows the competencies acquired by the group along with the level of leadership potential. It presents that even from the group of novice teachers if they are new in the teaching profession, there can be identified individuals who have the potential of becoming leaders. It is not surprising that high potential leaders can be recognized from beginning teachers because they have the mindset of any possibilities of exploration and discovery. They are open-minded, supportive, enthusiastic, and more creative in participating in school programs and projects. These are a group of ready people that develop their skills and talents as they interact with peers and other people around them. However, 4 or 16% of the novice teachers were moderate only in terms of their potential for collaboration (score of 77), communication (score of 75), analysis (score of 73), accountability (score of 73), open-mindedness (score of 79), and passion (score of 79). Beginning teachers are in the stage of assimilating the procedures in taking the teaching-learning process as well as dealing with students, colleagues, superiors, and stakeholders. They need mentoring and guidance. Newly hired teachers may somewhat hesitant to approach the experienced teachers because they are shy. There will be a point of time that communication may overlook due to some needed actions that might have neglected. A novice might not open to the realities that are happening in the public school system. The limited resources such as lack of funds, school environment, incomplete learning materials, and others are some factors that are hard for the new teachers to accept due to the concept of idealism. Since some of them are not open to some challenging situations, beginning teachers might not yet realize their accountability. It requires lots of experience to be able to make sound decisions.

TABLE 4
COMPETENCIES OF NOVICE TEACHERS

Competency	High Potential Leader n = 20		Moderate Potential Leader n = 4		Low Potential Leader n= 1	
	Mean	Result	Mean	Result	Mean	Result
Confidence	93	✓	86		75	
Collaboration	89	✓	77	✓	94	
Communication	89	✓	75	✓	83	
Desire to Lead	86	✓	81		83	
Analysis	85	✓	73	✓	92	
Creativity	84	✓	69		50	✓
Rigor	85	✓	65		75	
Goal Orientation	95	✓	88		83	
Personal Confidence	91	✓	75		58	✓
Lifelong Learner	90	✓	67		100	
Accountability	85	✓	73	✓	83	
Integrity	96	✓	81		92	
Flexibility	89	✓	81		58	✓
Open-mindedness	90	✓	79	✓	50	✓
Positive-framing	91	✓	90		67	✓
Humility	94	✓	83		75	
Emotional Stability	84	✓	58		58	✓
Ambition	91	✓	81		75	
Passion	88	✓	79	✓	75	

Legend:

(✓)	- Distinctive or Very Evident Characteristics
– 100	- High Potential Leader
70 – 79	- Moderate Potential Leader
69 & below	- Low Potential Leader

Experienced Teachers

There are 8 or 80% of experienced teachers who are high potential leaders because they possess all the competencies required of a leader as shown in Table 5. This result presents that indeed experienced teachers have mastery of their area of specialization. However, 2 or 20% of the proficient teachers were moderate only in terms of their potential for collaboration, communication, analysis, creativity, rigor, goal orientation, accountability, integrity, flexibility, open-mindedness, positive-framing, emotional stability, ambition, and passion. This result is due to the overfamiliarity of the system causing them to slack off on their commitment and dedication towards work. Furthermore, their work ethics and professionalism decrease due to inconsistencies with the policies and school management of some principals and supervisors.

The level of leadership among experienced teachers and their corresponding attributes for each degree is highly significant. It informs the group of the areas needed to sustain and needed to focus on so that all attributes will be present among experienced teachers. With all these attributes, there will be a high chance that eventually moderate potential leaders will transform themselves into high potential leaders. Efficient teacher leaders will empower all the teachers to bring the best to learners, colleagues, school, community, and ultimately to the country.

It can infer that high potential leaders have all the attributes of being a remarkable leader. Based on the table, it presents that moderate potential leaders have almost the same characteristics as to the high potential leader having 14 very evident attributes. The main reason for this result is the broad experiences in the profession that sharpened the teacher's personality and quality into perfection.

TABLE 5
COMPETENCIES OF EXPERIENCED TEACHERS

Competency	High Potential Leader n = 8		Moderate Potential Leader n = 2		Low Potential Leader n = 0	
	Mean	Result	Mean	Result	Mean	Result
Confidence	91	✓	83			
Collaboration	90	✓	75	✓		
Communication	89	✓	73	✓		
Desire to Lead	94	✓	63			
Analysis	95	✓	71	✓		
Creativity	83	✓	71	✓		
Rigor	81	✓	71	✓		
Goal Orientation	97	✓	71	✓		
Personal Confidence	94	✓	67			
Lifelong Learner	95	✓	92			
Accountability	90	✓	71	✓		
Integrity	94	✓	79	✓		
Flexibility	96	✓	71	✓		
Open-mindedness	88	✓	71	✓		
Positive-framing	91	✓	71	✓		
Humility	95	✓	83			
Emotional Stability	83	✓	71	✓		
Ambition	93	✓	71	✓		
Passion	82	✓	75	✓		

Legend:
    (✓)   - Distinctive or Very Evident Characteristics
    80 – 100   - High Potential Leader
    70 – 79   - Moderate Potential Leader
    69 & below   - Low Potential Leader

C.L.I.C.K. A Proposed Program

The C.L.I.C.K. Program is a community of practice initiative promoting self-regulating attributes among teachers in Naga City School Division who shared the same passion, interact, and empower teachers with moderate potentials to become high potentials leaders. It stands for Creative Leaders as Integral Core of Knowledge. The program will underscore self-values or self-regulating attributes of both novice and experienced teachers and to sustain their characteristics as potential leaders. The main theme will be "Solidifying DEPED Leaders in the 21st Century." The program will develop an environment in which teachers with the same passion (e.g. Sports, Research, Content and Pedagogy, ICT, Lesson Study) will collaborate and influence each other for better learning and better result as one community.

CONCLUSION

This study aims to determine the self-regulating attributes of novice and experienced teachers in secondary public schools. It leads to identify those novice teachers have eight highly evident self-regulating attributes: (1) Self-efficacy, (2) Self-control, (3) Positive-framing, (4) Self-evaluation, (5) Emotional Stability, (6) Help-Seeking, (7) Goal Orientation, and (8) Self-Discipline. Meanwhile, experienced teachers have five self-regulating attributes that have been gathered from the data: (1) Self-efficacy, (2) Integrity, (3) Self-monitoring, (4) Problem-Solver, and (5) Self-Reflection. Furthermore, both are classified as high potential leaders who have all the distinct competencies of leadership quality.

Qualities or attributes of a leader's play are essential in school management. As new teachers in the educational system, novice teachers are still in the process of acquiring the needed qualities leading to becoming an effective leader. Constant monitoring of duties and responsibilities and giving positive feedback will encourage them to strengthen their commitment and passion for teaching. The involvement and tenure of the teachers in the profession developed their personalities and attributes into perfection. Aside from it, the actual experiences and challenging issues they encountered in school organization increased their potentials in becoming a leader. The majority of the public secondary school master teachers can perform administrative functions and be effective leaders. Those with the potential to become leaders must be given responsibility in part taking in the school decision and management.

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