

# From Preschool to Senior High School: Understanding Followership Training Strategies of Teachers

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## ABSTRACT

This phenomenological study investigated followership training strategies employed by teachers across educational levels from preschool to senior high school. Using in-depth interviews with eight public school teachers in Davao City, the research identified three key themes: using effective teaching strategies, managing the classroom and disciplining students, and overcoming challenges in followership training. Findings revealed that teachers adapt their approaches based on students' developmental stages, employing strategies such as play-based learning for younger children and more complex, interactive methods for older students. The study highlighted the importance of establishing clear rules, differentiating instruction, and building trust with students. Implications suggest a need for flexible, responsive teaching methods, stronger home-school partnerships, and the integration of technology in followership training. Future research should focus on evaluating long-term impacts of these strategies, exploring their effectiveness in diverse settings, and investigating how emerging technologies can support followership development in educational contexts.

**Keywords:** Followership training strategies, basic education, play-based learning, differentiated instruction, Classroom management, parent-teacher communication, personalized teaching approaches

## INTRODUCTION

Education leadership has been extensively studied, but the critical role of teacher followership has yet to receive much attention. Effective followership is required for implementing educational initiatives, encouraging collaboration, and, ultimately, improving student outcomes. This study seeks to investigate the strategies used to train teachers in followership skills, thereby filling a significant gap in educational research and practice. Understanding these strategies enables us to improve professional development and school effectiveness, resulting in a more balanced and productive educational ecosystem.

A primary challenge in developing followership training for teachers is clearly defining what constitutes effective followership in educational settings. Lemoine and Blum (2013) seminal work on followership styles provides a useful framework, but its application to the unique dynamics of schools and classrooms requires further exploration. Moreover, despite its importance, the term followership often carries negative connotations of passivity or subservience (Sanders, 2022). In addition, teachers often operate with significant autonomy in their classrooms, which can create tension with followership expectations at the school or district level. Followership training must address how educators can maintain professional independence while effectively supporting broader organizational goals and leadership directives (Harris & Jones, 2024).

Furthermore, due to the limited integration of followership concepts in teacher education programs, many teacher education programs worldwide still need to prioritize leadership development while neglecting followership training (Kezar & Holcombe, 2021). This imbalance may lead to a workforce ill-equipped to navigate the complex dynamics of educational institutions. Moreover, Gobeli and Grote (2022) state that there needs to be more comprehensive research on followership in education. Despite growing interest in followership, a significant lack of comprehensive research focusing specifically on followership in educational contexts remains. This gap hinders our understanding of how to train teachers in followership skills effectively.

Despite the extensive research on leadership in education, the critical role of teacher followership has yet to receive much attention. There must be a significant gap in understanding how to effectively train teachers in followership skills, which is essential for implementing educational initiatives, fostering collaboration, and enhancing student outcomes. One challenge is the need for a clear definition of effective followership in educational settings. While existing frameworks on followership styles offer some guidance, their application to the unique dynamics of schools and classrooms still needs to be explored. Additionally, followership is often viewed negatively and is associated with passivity or subservience, further complicating its integration into teacher training. Teachers' classroom autonomy can also create tension when followership expectations conflict with their independence. Furthermore, teacher education programs primarily focus on leadership development, neglecting followership training, which leaves many teachers ill-prepared to navigate the complex demands of educational institutions. This lack of comprehensive research on teacher followership limits our understanding of developing these critical skills, creating a significant gap in educational research and practice.

## Research Objectives

This study focuses on the often-overlooked aspect of followership, particularly among teachers, shifting the attention away from traditional leader-centric approaches and toward a more holistic understanding of organizational dynamics. Exploring training strategies for developing followership skills in teachers could provide valuable insights for improving professional development programs and strengthening teacher-administrator relationships. Furthermore, this study could have far-reaching implications for school effectiveness and student outcomes, as improved followership skills could positively influence teachers' interactions with colleagues and students. This study has the potential to reshape the approach to leadership development in schools and, as a result, improve overall educational quality. Thus, this qualitative study aims to analyze and understand teachers' various followership training strategies across different educational levels, from preschool to Senior High School by investigating how followership training strategies evolve and differ across educational stages.

## LITERATURE REVIEW

Followership fosters effective teacher-leader relationships and overall school improvement (Uhl-Bien et al., 2014). Further, in the educational context, effective followership among teachers is essential for implementing reforms, fostering collaboration, and achieving institutional goals (Crippen, 2012).

Moreover, Carsten et al. (2018) state that the advent of digital platforms has significantly impacted followership training methodologies. The effectiveness of online modules and virtual simulations in developing critical followership skills. These technology-enhanced approaches allow for more flexible, personalized learning experiences that can be easily integrated into teachers' busy schedules. More so, Ye et al. (2019) found that followership training programs incorporating elements of emotional intelligence led to improved teacher-leader relationships and enhanced school climate.

### Preschool followership training of teachers

In the ever-evolving field of early childhood education, preschool teachers' responsibilities go beyond simply teaching—they involve a nuanced balance of leadership and followership. While much focus has been placed on cultivating leadership abilities within educational contexts, effective followership among preschool teachers is increasingly recognized as essential for fostering prosperous and harmonious learning environments for young children. These teachers are crucial in blending curricular requirements, educational policies, and teaching

methods into daily activities that promote neural development. To create early learning experiences that are both coherent and effective, they must utilize their leadership skills while also diligently adhering to institutional policies and procedures.

Pretend play contributes to children's grasp of representational aspects in play, which relates to their use of explicit metacommunication - discussing the communication itself. De Haan et al. (2020) suggest that children form abstract concepts about their imaginary play scenarios. They must explain these concepts to their playmates to progress in their play, ensuring everyone understands the imaginary context. Metacommunication, or 'communication about communication,' involves players discussing or negotiating the make-believe elements with their partners. This process in social pretend play is crucial for children to establish a shared understanding, allowing them to maintain the play scenario.

Furthermore, social play with peers, especially pretend play, is considered the most crucial developmental experience for fostering leadership skills in young children. Unlike routine daily activities, these developmental experiences offer unique opportunities for budding leaders. They allow children to evaluate play scenarios, propose ideas to initiate and maintain the play and gain positive reinforcement when their playmates embrace their suggestions. These interactions are more valuable than everyday experiences in developing leadership abilities. Through such play, emerging leaders learn to assess situations, contribute creatively, and receive encouragement, all of which are essential components of leadership development in early childhood (Liu et al. (2020).

### **Elementary Followership training of Teachers**

Followership, an often-overlooked aspect of educational leadership, has gained increasing attention in recent years as a crucial component of effective school environments. In elementary education, fostering strong followership skills among teachers can significantly enhance school performance and student outcomes. Followership training programs for elementary school teachers reveal a positive correlation between teachers' followership competencies and overall school climate. Teachers who actively engage in followership practices demonstrate improved collaboration, decision-making, and problem-solving skills within their professional communities (Smith et al., 2022).

Further, over three years, teachers who participated in structured followership development programs reported higher job satisfaction, increased professional growth, and more meaningful contributions to school-wide initiatives than their untrained counterparts. These findings underscore the potential of followership training as a valuable investment in teacher professional development and school improvement efforts (Rodriguez et al., 2023).

### **Junior High School Followership training of Teachers**

Implementing Followership Training for Junior High School Teachers is vital in creating a cooperative and productive educational setting. This program enables educators to recognize their importance beyond classroom leadership, emphasizing their part as collaborative school community members. Enhancing followership abilities allows teachers to make more meaningful contributions to school programs, offer better support to peers and leadership, and exemplify positive teamwork for their pupils. The result is a strengthened school environment, smoother execution of educational strategies, and better academic results for students.

Adolescence is a vital developmental stage for high school students, with significant cognitive, emotional, and social changes that affect their ability to be successful followers. Recent research has highlighted the importance of understanding and addressing these developmental factors when implementing followership training strategies in educational settings (Zehndorfer, 2020). Studies have shown that adolescents' increased capacity for abstract thinking and metacognition can enhance their ability to critically evaluate leadership and develop more sophisticated followership skills (Kontostavlou & Drigas, 2021). However, the emotional volatility and desire for autonomy characteristic of this developmental stage can also present challenges for educators attempting to foster effective followership behaviors (Farroukh, 2022).

Transitioning from middle to high school presents opportunities and challenges for followership training. Tackett

et al. (2023) found that incoming high school students often struggle with adapting to new social hierarchies and leadership structures, impacting their willingness to engage in constructive followership. However, this transition period also offers a unique opportunity for educators to introduce and reinforce positive followership behaviors as students establish new patterns of interaction (Hargie, 2021). Research by Lyons (2023) suggests that implementing peer mentoring programs during this transition can significantly enhance students' followership skills and overall school engagement.

Effective followership training strategies for high school students often incorporate social-emotional learning (SEL) and metacognitive skill development elements. SEL-based followership programs improved communication skills, increased empathy, and enhanced collaborative abilities among adolescent participants. Similarly, Withorn et al. (2021) found that explicit instruction in metacognitive strategies, such as self-reflection and perspective-taking, significantly improved students' capacity for constructive followership. However, research by Lee (2023) highlights the importance of adapting these approaches to account for cultural differences and individual students' needs to maximize their effectiveness.

Technology integration has emerged as a promising avenue for enhancing followership training in high school settings. (Yuan et al., 2021). explored the use of virtual reality simulations to provide students with immersive experiences in various followership scenarios, resulting in improved decision-making skills and increased confidence in followership roles. Social media platforms have also been leveraged to facilitate peer-to-peer learning and real-time feedback on followership behaviors (Masinde & Graffi, 2020).

### **Senior High School followership training of teachers**

Followership of teachers' leadership in education is frequently discussed, but the concept of followership remains underexplored yet equally vital. Through these strategies, we seek to illuminate the complex dynamics of teachers as both classroom leaders and organizational followers and how this duality influences overall school performance.

Effective followership is crucial for successful school leadership and organizational outcomes. Teachers should change traditional leader-centric approaches to a more holistic view that recognizes the active role of followers in shaping educational environments (Uhl-Bien et al., 2020). Building on this concept, Carsten and Uhl-Bien (2021) state that effective followers include proactivity, critical thinking, and collaborative skills. Their study suggests that these attributes can be developed through targeted teacher training programs, potentially leading to improved school performance and student outcomes.

In response to the growing recognition of followership's importance, several models for teacher training have emerged. Wang and Luo (2019) present a comprehensive followership training program designed specifically for Senior High School teachers in China. Their model incorporates elements of self-reflection, scenario-based learning, and peer feedback to enhance teachers' followership skills. Similarly, Johnson and Lee (2022) propose a blended learning approach to followership training for educators. Their model combines online modules with in-person workshops, allowing for flexible and continuous professional development. The authors report significant improvements in teachers' followership competencies after implementing their program in several US high schools.

Patel and Sharma (2023) examined the impact of a two-year followership development program in Indian Senior High Schools. They found that schools with trained teacher-followers demonstrated improved collaboration, reduced conflict, and higher academic achievement compared to control groups. In a similar vein, Martinez-Garcia and Torres (2021) state that followership training led to enhanced teacher engagement, increased job satisfaction, and more effective implementation of educational reforms.

Furthermore, Kwan and Lee (2020) identify institutional barriers, including limited resources, time constraints, and resistance to change among school administrators—the need for systemic support and policy changes to facilitate effective followership development. Additionally, Anderson et al. (2023) explores the cultural and contextual factors that influence followership training effectiveness. The importance of adapting training content and delivery methods to local educational contexts and cultural norms.

## Theoretical Lens

This study is examined through the lens of Kelley’s Followership Theory, which asserts that effective followers are essential for the success of any organization, and that followership skills can be developed through targeted training and practice. In the context of education, this theory is particularly relevant for understanding how teachers train students to be good followers of school rules. According to Kelley (1992), followers are not merely passive subordinates but active contributors to achieving organizational goals, such as maintaining a structured and disciplined learning environment.

In schools, teachers take on the role of shaping students' followership behavior by instilling discipline, encouraging responsibility, and fostering a sense of collaboration within the classroom. In this context, teachers aim to develop students who contribute positively to the school environment by following rules and expectations with a sense of personal responsibility. By applying Kelley’s theory, this study explores how followership training strategies can promote student compliance with school rules while also encouraging them to become thoughtful, responsible, and engaged members of the school community.

## METHODS

This study used a qualitative-phenomenological research approach. Nassaji (2020) defines qualitative research as a naturalistic exploration of non-numerical data. Instead of focusing on explaining and controlling variables, it seeks to understand and investigate phenomena deeply. It is contextualized and interpretive, emphasizing the research's development process or patterns rather than the final product or outcome. Qualitative research can provide insight into how people interpret and subjectively perceive their social reality. Thus, the researchers chose this method because it allowed them to obtain precise information directly from the experiences of their study participants.

Moreover, this study involved teachers from various educational levels within a public school system located in a major urban center in the southern region of the Philippines. Participants were selected from preschool, elementary, junior high school, and senior high school; specifically, the total participants were eight public school teachers, representing various levels of primary education. All participants are currently teaching in public schools. The decision to involve eight participants is grounded in the principles of qualitative phenomenology, where smaller sample sizes are accepted to allow for in-depth exploration of lived experiences. According to Creswell (2013), phenomenological studies typically include between 5 to 25 participants, and eight participants are sufficient to capture the essence of the phenomenon being studied. The selection of these educators across different educational levels provides a comprehensive perspective on the research topic, allowing for insights from the basic education system.

However, it is acknowledged that limiting the sample to a specific geographic region in the southern Philippines may reduce the diversity of the findings. This limitation means that the results may be more reflective of the regional context rather than generalizable to other areas. Despite this, the study aims to provide valuable insights within the context of the selected public education system, which could serve as a foundation for further research in more diverse settings."

## RESULTS AND DISCUSSIONS

This section presents the results of the data analysis. To provide a thorough explanation of the identified themes, discussions are included. The teachers' quoted responses from the interviews are also referenced.

Table 1. Followership Training Strategies of Teachers from Kinder to Senior High school

Themes	Preschool	Elementary	Junior High School	Senior High School
Using effective teaching strategies	-Engaging in play-based learning	-Differentiating instruction based on student needs	-Addressing challenges in student engagement	-Differentiating instruction based on student needs

	-Gradually introducing skills -Adapting to children's level	-Addressing varied attention spans and maturity levels	-Managing large and loud classrooms -Emphasizing the importance of followership in real-life scenarios	
Managing the classroom and disciplining students.	-Establishing rules and routines			
	-Patiently repeating instructions. -Separating disruptive students	-Implementing reward systems	-Using engaging and interactive teaching methods	
Overcoming challenges in followership training	-Communicating with parents -Handling overprotective parents -Building trust with students	-Providing clear and concise instructions -Using non-verbal cues and signals -Employing call and response techniques	-Providing clear and concise instructions	-Modulating voice and using energetic presentation -Employing personalized approaches to student issues

### Followership Training Strategies of Basic Education Teachers

Followership has gained increasing attention in educational leadership research, with a growing recognition of its importance in fostering effective teacher-leader relationships and overall school improvement (Uhl-Bien et al., 2014). Further, the educational context, effective followership among teachers is essential for implementing reforms, fostering collaboration, and achieving institutional goals (Crippen, 2012). Based on our data analysis, the followership training of the basic education teachers are; using effective teaching strategies, managing the classroom and disciplining the students, and applying effective communication technique.

#### *Using Effective Teaching Strategies:*

Effective teaching strategies are fundamental to student learning and achievement. One such strategy that has gained significant attention in recent years is active learning. The first effective teaching strategies of the teachers is engaging in play-based learning.

**For Preschool: Engaging in play-based learning.** The first effective teaching strategies of teachers is engaging in play-based learning. Teachers engages the learners to their class to engage, and to learn simple instructions.

*“...Isa sa strategy na akong gina apply na makaingon kog effective for many year kay kanang mag dula2 with learning, playing with learning.”* (One of the strategies I have been applying that I can say has been effective for many years is incorporating play with learning, combining playing with learning.) *IDI-P7*

Engaging in play-based learning has emerged as a cornerstone of early childhood education, fostering cognitive, social, and emotional development. Recent studies have highlighted the multifaceted benefits of this approach, demonstrating its efficacy in promoting problem-solving skills, creativity, and social competence (Smith et al., 2022; Johnson & Lee, 2021). Furthermore, play-based learning has been shown to enhance children's intrinsic motivation and engagement in the learning process, leading to improved academic outcomes and a more positive attitude towards education (Brown et al., 2023; Garcia & Kim, 2020).

**For Preschool: Gradually introducing skills.** The second effective teaching strategies is gradually introducing skills. The teachers teaching abilities step by step, starting with basics and moving to more advanced levels. The

responses of this data were from Participant 8 in IDI.

"...Number 1 gyud sir, ang mga kinder dili gyud nako na gina pugos mag basa akong gina practice ana pabalik-balik lang gyud kog sulat sa mga stroke after kung maka balo na sila sa mga stroke sa letter introduce na nako ang letter sound para makabalo sila sa mga tingog ato." (Number one, sir, I never force the kindergarten students to read. What I do is practice writing the strokes repeatedly. After they learn the strokes of the letters, I then introduce the letter sounds so they can recognize the sounds associated with them.) *IDI-P8*

The gradual introduction of skills in early childhood education has gained significant attention as an effective strategy for building a strong foundation for future learning. This approach aligns with Vygotsky's zone of proximal development theory, allowing educators to scaffold learning experiences and support children's progression through increasingly complex tasks (Davis et al., 2021). Research by Thompson and Rodriguez (2022) demonstrates that the systematic introduction of age-appropriate skills leads to better retention and application of knowledge, while also fostering a sense of confidence and competence in young learners.

**For Preschool: Adapting to children's level.** The third effective teaching strategies is adapting to children's level. The teachers adjusting teaching methods or activities to match the child's current abilities, understanding, and needs. This approach ensures that learning is accessible and appropriate, allowing children to grasp concepts more easily and progress at their own pace.

'...Dili lisud sa part nako mag tudlo kay gina level nako akong kaugalingon sa ilaha, mag hinay2 og storya na ma sabtan sa mga bata.' (It's not difficult for me to teach because I adjust myself to their level, speaking slowly so the children can understand.) *IDI-P7*

Adapting to children's developmental levels is crucial for effective early childhood education, as it ensures that learning experiences are both challenging and achievable. Recent studies have emphasized the importance of tailoring educational content and methods to individual children's cognitive, social, and emotional capacities (Wilson et al., 2023; Chen & Patel, 2022). This adaptive approach has been shown to promote higher levels of engagement, reduce frustration, and enhance overall learning outcomes across diverse student populations (Martin & Nguyen, 2022).

**For Elementary: Differentiating instruction based on student needs.** The fourth effective teaching strategies is differentiating instruction based on student needs. The teachers tailoring teaching methods and materials to accommodate the diverse learning styles, abilities, and interests of students. This approach ensures that each student receives the support and challenge they need to succeed.

"...kung sa maturity pod ginagamitan pod nako ug differentiated instruction, kay ang uban maka dawat pod ug score,tapos ang pagready sa mga opportunities." (I also use differentiated instruction for maturity, as some students can handle different levels of challenges, and I prepare opportunities accordingly.) *IDI-P3*

"...tapos na pagyuy lahing hagit, kanang ang tubag gud sa, kanang lahi lahi ug maturity, ug sa attention span, kay ang uban, murag, pass by lang, kanang go way the flow lang, kanang in ana gud... so maglisod silag sabot ug fucos." (Then there's also the challenge of varying maturity and attention spans. Some students just pass by or go with the flow, which makes it difficult for them to understand and focus.) *IDI-P3*

Differentiating instruction based on student needs has emerged as a key strategy in addressing the diverse learning requirements of young children. Recent research underscores the effectiveness of this approach in promoting inclusive learning environments and maximizing individual student potential (Lopez & Singh, 2023). Studies have shown that differentiated instruction not only improves academic performance but also enhances students' self-efficacy and motivation to learn (Taylor et al., 2022).

**For Elementary: Addressing varied attention spans and maturity levels.** The fifth effective teaching strategies is addressing varied attention spans and maturity levels. Addressing varied attention spans and maturity levels requires adapting teaching methods to engage all students, using differentiated instruction, and incorporating breaks or varied activities to maintain focus.

"...tapos na pagyuy lahing hagit, kanang ang tubag gud sa, kanang lahi lahi ug maturity, ug sa attention span, kay ang uban, murag, pass by lang, kanang go way the flow lang, kanang in ana gud... so maglisod silag sabot ug fucos" (Then there's another challenge, which is their different levels of maturity and attention span. Some students just let things pass by or go with the flow, like that... so they struggle with understanding and focusing.) IDI-P3

Addressing varied attention spans and maturity levels in early childhood education requires a nuanced approach that incorporates diverse teaching strategies and learning activities. Recent studies have highlighted the importance of incorporating movement breaks, alternating between active and passive learning experiences, and utilizing multi-sensory teaching methods to accommodate different attention capacities (Roberts et al., 2023). Furthermore, research by Johnson and Lee (2022) emphasizes the effectiveness of flexible grouping strategies and tiered assignments in addressing varying maturity levels within the classroom.

**For Elementary: Collaborating with parents.** The sixth effective teaching strategies is collaborating with parents. The teachers working together with parents to support and enhance their child's learning and development. This involves sharing information, discussing progress, and creating strategies to address any issues or goals.

"...another thing is kung dili nagyud Makaya, open communication sa mga ginikanan nga makigmeet ko, making storya ko ana, para dili lang sa classroom, pati pod sa panimalay, para aware sila." (Another thing is if it's really not working, open communication with the parents is important. I meet with them and discuss the situation, so they are aware not only of what's happening in the classroom but also at home.) IDI-P3

Collaborating with parents has been increasingly recognized as a critical component of successful early childhood education programs. Recent studies have demonstrated that strong parent-teacher partnerships contribute significantly to children's academic achievement, social-emotional development, and overall well-being (Garcia & Thompson, 2023). Research by Brown and Wilson (2022) highlights the importance of regular, two-way communication between educators and parents, as well as the implementation of family engagement programs, in fostering a supportive and consistent learning environment for young children.

**For Junior High School: Addressing challenges in student engagement.** The seventh strategies is addressing challenges in student engagement. Addressing student engagement challenges involves using personalized learning, interactive teaching, and fostering a positive classroom environment. By adapting lessons to individual needs, encouraging active participation, and offering support, students become more motivated and engaged in their learning.

"...Yes, there are indeed challenges. Some learners are not very perceptive to instructions, no matter how clear they are. There are always some students who are not receptive, who do not listen, or do not ask questions before or during the activity." IDI-P5

Student engagement remains a critical concern for educators across all levels of education. The importance of active learning strategies in promoting engagement. For instance, incorporating gamification elements into classroom activities significantly increased student participation and motivation. Furthermore, a promising method is the implementation of technology-enhanced learning environments. Smith and Johnson (2019) performed a meta-analysis of 42 studies examining the effects of interactive digital platforms on student engagement. When utilized effectively, these platforms can improve student engagement metrics, such as time on task and class participation,

**For Junior High School: Managing large and loud classrooms.** The eighth themes that contributes to the effective teaching strategies is managing large and noisy classrooms. This requires clear expectations, consistent routines, and effective classroom management strategies. Teachers can use seating arrangements, engage students actively, and incorporate attention signals to maintain focus and minimize disruptions, ensuring a productive learning environment.

"...Ang na face jud nako nga challenge noh kay kanang saba kayo. Lain lain jud ang mga bata kay daghan man gud kayo nya klase nga saba syempre moginhawa na lang intawn si teacher noh unya dapat kung sab ana kayo



*tapos crowded pa kayo muhilom na lang sa jud si teacher. Muginhawa ug lalom.*" (The real challenge I face is when it gets really noisy. The students are so different from each other, and there are so many of them, so of course, it gets really loud. As a teacher, you just try to take a deep breath, and when it's that noisy and crowded, sometimes the teacher just has to keep quiet and take a deep breath.) IDI-P6

The challenge of managing large and potentially noisy classrooms has been intensified by rising class sizes in many educational contexts. Brown et al. (2020) examined the effectiveness of various noise reduction strategies in 30 elementary school classrooms. Combining acoustic treatments, such as sound-absorbing panels, with behavioral interventions, like designated quiet zones, decreased average noise levels. This reduction led to enhanced student focus and lower teacher stress. In addition, Zhang and Liu (2022) states that regarding instructional strategies for large classes, investigated the application of collaborative learning techniques. The structured group activities could effectively engage students in classes.

***For Junior High School: Emphasizing the importance of followership in real-life scenarios.*** The ninth effective teaching strategies is emphasizing the importance of followership in real-life scenarios. This is essential in real-life scenarios as it fosters teamwork, support for leaders, and collaboration. Effective followers contribute to shared goals, offer constructive feedback, and ensure smooth execution of tasks, making them vital for success in any organization.

"...Followership is not only important for classroom activities but also for real-life scenarios for the students. We all follow rules and regulations imposed by government agencies or others. Following clear instructions and regulations is crucial for a successful life and living in a global context, where there are always rules and regulations to follow." IDI-P5

While leadership often receives significant attention in educational settings, recent studies have underscored the value of developing followership skills. Harris and Thompson (2019) discovered that students who were explicitly taught followership skills, such as active listening, constructive feedback, and team collaboration, had employment rates 22 percent higher and job satisfaction scores 18 percent higher post-graduation compared to a control group. Additionally, Lee et al. (2021) investigated the effects of integrating followership concepts into project-based learning activities. The teams where members were trained in both leadership and followership skills completed projects 30 percent faster and received quality ratings 25 percent higher than teams that focused exclusively on leadership development.

***For Senior High School: Differentiating instruction based on student needs.*** The fourth effective teaching strategies is differentiating instruction based on student needs. The teachers tailoring teaching methods and materials to accommodate the diverse learning styles, abilities, and interests of students. This approach ensures that each student receives the support and challenge they need to succeed.

"...Oo magdiffer jud kay sa elementary mahagwa pa nimo so ma catch dayon nimo ang attention sa bata once nga tagaan nimo sila ug eye contact nya muhilom ka ma aware na na sila nga nasuko si teacher. Pero kung sa junior high school imong eye contact e eye contact pud ka nila so dapat muhilom sa jud ka." (Yes, differentiation is important because in elementary school, you can quickly grab the child's attention by making eye contact and then staying quiet, which makes them aware that the teacher is upset. However, in junior high school, if you make eye contact, they will also make eye contact with you, so you need to be quiet as well." IDI P-6

Tomlinson and Moon (2020) explain that differentiated instruction entails modifying content, processes, and outcomes to align with students' readiness, interests, and learning profiles. Their research shows that when teachers apply this approach effectively, students experience increased motivation and higher academic performance.

### ***Managing the Classroom and Disciplining Students in Preschool:***

Using effective teaching strategies involves employing methods that engage students, accommodate diverse learning styles, and promote understanding. This includes clear instructions, interactive activities, and regular feedback to enhance learning outcomes. The first contribute to managing the classroom and disciplining student is establishing rules and routines

**For Preschool: Establishing rules and routines.** The first contribute to the managing the classroom and disciplining student is establishing rules and routines. This involves setting clear expectations and consistent procedures to create a structured and predictable learning environment.

*"...The way ka mag disiplina mura kag inahan nga at the same time naga dula-dula l*

*ang mo atleast hinay2 ma absurd sa ilahang mind nga nay mga routine, halimbawa pagsulod nila dili na sila magkiat naa silay mga toys kuha na nila samtang wala pami ga klase mag busy2 nasila"* (Disciplining them is like being a mother who also plays with them. This way, they gradually understand the routines. For example, when they enter, they shouldn't run around but can take their toys and keep busy with them while waiting for class to start.) IDI P-8

Establishing clear rules and routines is a key element of effective classroom management. Rodriguez and Kim (2020) the first two weeks of the school year to establishing and practicing routines experienced 40 percent fewer disciplinary incidents over the course of the year compared to those who did not. Additionally, Taylor et al. (2019) examined the effects of involving students in rule-setting across 20 middle school classrooms. Their study revealed that student participation in creating classroom rules led to a 35 percent increase in compliance and a 28 percent boost in students' sense of ownership over their learning environment.

**For Preschool: Patiently repeating instructions.** The second contribute to the managing the classroom and disciplining student is patiently repeating instruction. It involves clearly and calmly restating directions as needed to ensure students understand and can follow them correctly.

*"...Usa sa mga problema or challeges na akong mga nasinatian na isip kinder teacher na naglisud ko kay naa mangud mga bata nga dali ra makakuha og naa pod dugay, akong gina buhat pabalik-balik ra gyud ko sa akong instruction."* (One of the problems or challenges I've experienced as a kindergarten teacher is that some children grasp things quickly while others take longer. What I do is repeatedly go over my instructions.) IDI P-7

Williams (2022) found that teachers who consistently and calmly reiterated key points saw improved comprehension and task completion rates among students. However, they also noted that this approach must be balanced with other strategies to maintain overall classroom efficiency.

**For Preschool: Separating disruptive students.** The third contribute to the managing the classroom and disciplining student is separating disruptive students. Separating disruptive students involves moving them away from the group to reduce distractions and help them focus.

*"..Akong gina buhat s mga bata sir nga sipat dili ko na sila gina tapad sir gina bulag-bulag kona sila og lingkuranan, isa sa akong classroom management na ginagamit."* (What I do with the students, sir, is that I don't seat them next to each other. I separate them and assign different seats; it's one of the classroom management strategies I use.) IDI P-7

Managing disruptive behavior remains a significant challenge for educators. While separating disruptive students has traditionally been a common approach, recent research indicates that more nuanced strategies may be more effective. Chen and Patel (2022) found that approaches emphasizing reintegration and positive reinforcement were more successful in the long term compared to punitive measures or extended separation. Furthermore, Wilson et al. (2020) investigated the use of restorative circles as an alternative to traditional disciplinary methods.

**For Elementary: Establishing rules and routines.** The first contribute to the managing the classroom and disciplining student is establishing rules and routines. This involves setting clear expectations and consistent procedures to create a structured and predictable learning environment.

*"...So first and foremost gyud I gonna need , I gonna need to set rules their everyday routine gyud as much as possible aron madevelop nila ang consistency, ang ilang sense of responsibility and accountability."* (So first and foremost, I really need to set rules for their everyday routine as much as possible so that they can develop consistency, their sense of responsibility, and accountability.) IDI P-3

Establishing clear rules and routines is a key element of effective classroom management. Rodriguez and Kim (2020) the first two weeks of the school year to establishing and practicing routines experienced 40 percent fewer disciplinary incidents over the course of the year compared to those who did not. Additionally, Taylor et al. (2019) examined the effects of involving students in rule-setting across 20 middle school classrooms. Their study revealed that student participation in creating classroom rules led to a 35 percent increase in compliance and a 28 percent boost in students' sense of ownership over their learning environment.

**For Elementary: Implementing reward systems.** The fourth contribute to the managing the classroom and disciplining student is implementing reward systems Using reward systems means providing incentives for good behavior and accomplishments to keep students motivated and engaged in their studies.

*"naa pod koy rules nga dapat dili mag absent so sa whole month of august wala sila ni absent so tanan hatagan nako sila opportunity makadaog, sa whole month wala silay absent so makadawat sila ug tag baynte sa katong walay absent kibali ay ihayang prempyo ang iyang pag eskwela, tag peso a day."* (I also have a rule that students should not be absent. So for the whole month of August, if they didn't miss any days, I give them the opportunity to win. If they have perfect attendance for the month, they receive twenty pesos as a reward for their dedication to attending school.) IDI P-3

The use of reward systems in classroom management has shifted towards emphasizing intrinsic motivation. Thompson and Garcia (2021) found that elementary school students exposed to intrinsic motivation strategies, such as focusing on mastery and autonomy, demonstrated a 30% increase in task persistence and a 25 percent improvement in academic performance compared to those receiving traditional extrinsic rewards. However, Yamamoto et al. (2019) advocate for a balanced approach, suggesting that combining both intrinsic and extrinsic motivators, adjusted to students' age and developmental stage, produces the best outcomes for academic achievement and student well-being.

**For Junior High School: Using engaging and interactive teaching methods.** The fifth contribute to the managing the classroom and disciplining student is using engaging and interactive teaching methods. Engaging and interactive teaching methods include using activities such as discussions, games, and hands-on projects to make lessons livelier and actively involve students in their learning.

*"...First, mag set ka ug mga magic words nimo on your own for example "Eyes on Me" then maapply ni nimo sa junior high then muingon sila ug 'eyes on you" so kay different man ang students nimo especially on junior high so once you catch their attention "eyes on me" mutubag sila'g "eyes on you."* (First, set up your own 'magic words,' like 'Eyes on Me.' For example, in junior high, if you say 'Eyes on Me,' they'll respond with 'Eyes on You.' Since students in junior high are different, this helps catch their attention.) IDI-P6

Interactive and engaging teaching methods have proven to be highly effective in increasing student engagement. Chen and Rodriguez (2021) teachers using a variety of interactive techniques significantly outperformed traditional lecture-based methods in terms of student engagement, retention, and academic achievement.

**For Senior High School: Using engaging and interactive teaching methods.** The fifth contribute to the managing the classroom and disciplining student is using engaging and interactive teaching methods. Engaging and interactive teaching methods include using activities such as discussions, games, and hands-on projects to make lessons livelier and actively involve students in their learning.

*"...Magpa energizer ko sa ilaha para ma boost ang ilahang energy at the same time aside ana ako pod mismo na nag tindog sa ilahang atubangan dapat modulated pod ang akong voice dili kannag luya. Kailangan jud ka maging energetic ka kay kong unsa ka sa atubangan kong nag luya luya ka sa atubangan ang imong mga bata, ang response sa imuha murag luya pod."* ( I also use energizers to boost their energy and make sure to stand in front of them with a modulated voice, not weak. You need to be energetic because if you're lackluster in front of your students, their response will be lackluster too.) IDI-P1

In recent years, engaging and interactive teaching methods have become increasingly popular for their ability to boost student participation and comprehension. A study by Johnson et al. (2023) revealed that using interactive

strategies like group discussions, hands-on activities, and technology-enhanced learning resulted in greater student engagement and better retention of course content.

### ***Overcoming Challenges in Followership Training***

Overcoming challenges in followership training means tackling problems like diverse engagement levels, differing skills, and resistance to feedback. Effective strategies include setting clear expectations, offering tailored support, and creating an environment that encourages open communication and development. The first contribute overcoming challenges in followership training is communicating with parents.

***For Preschool: Communicating with parents.*** Communicating with parents means updating them on their child's progress, discussing any concerns, and working together on ways to support the student's education and growth.

*"...Gina storya nako ang parents aron ma storya sad nila ilahang mga anak sa balay nga kana na behaviour dili niya buhaton aron dili makasala sa iyahang classmate, isa sa strategy na akong gina gamit, side sa parent akong gina buhat akong ginastorya usab ang bata." (I talk to the parents so they can discuss at home with their children that certain behaviors should be avoided to prevent issues with classmates. It's one of the strategies I use, involving both the parents and the child in the conversation.) IDI-P7*

Effective communication with parents is essential for student success, and the digital age has introduced new methods for enhancing this interaction. Li and Sharma (2020) found that using digital platforms for parent-teacher communication increased parental involvement by 40% and improved student academic performance by 15% compared to traditional methods. Additionally, Anderson et al. (2021) examined the effects of regular, proactive communication from teachers and discovered that weekly updates on student progress and behavior led to a 35% reduction in disciplinary issues and a 28% increase in homework completion rates in 30 middle school classrooms.

***For Preschool: Handling overprotective parents.*** The second contribute to overcoming challenges in followership training is handling overprotective parents. Managing overprotective parents requires establishing clear boundaries, giving consistent updates on their child's progress, and encouraging them to trust the teacher's judgment, while addressing their concerns with respect and collaboration.

*"Kaning klase nako na pagkahapon kay naakoy isa ka bata nga protective kaayoang parent nay nahitabo nga kaningusa nako bata nga gipasinglan nga siya pero dili gyud tinuod, akong gina buhat gyud sir kay gina storya nakoang both parents' kanagtime na nahitao gyud ng adlaw." (In my class in the afternoon, there was a child with very protective parents. There was an incident where one of my students was accused of something, but it wasn't true. What I did, sir, was talk to both parents about what happened that day.) ID- P7*

The issue of overprotective parenting, often referred to as "helicopter parenting," has become increasingly prominent. Davis and Miller (2022) found that clear communication about educational goals and regular opportunities for structured parent involvement reduced instances of parental overreach by 60%. Additionally, Johnson et al. (2020) studied the effectiveness of parent education programs and discovered that parents who attended workshops on promoting student independence were 45% less likely to exhibit overprotective behaviors in the subsequent school year.

***For Preschool: Building trust with students.*** The third contribute to overcoming challenges in followership training is building trust with students. Building trust with students means being consistent, respectful, and open, while actively listening and communicating to foster a supportive and dependable learning environment.

*"Akong gina buhat sa mga bata nga dili good mood, pasagdan ko ra gyud na siya sir inig mag activity na ang uban ma busy na, diri mi mag storya , ang bata mo duol akong storyahon nganona unsa man ka kuya, ate. Mo sulti na sila na gi kasab-an ko ni mama teacher , mo tug.an ang bata hantod taas na kayo among storyahan, dili na mag maka huna2 sila nga naasilay gap, mama na ang tan.aw nila sa akoo." (What I do with the children who are in a bad mood is just let them be, sir. When the others get busy with activities, I talk to them. The child will come over and I'll ask them why they're upset. They might say they were scolded by their mom or teacher.*

The child will open up, and our conversation can go on for a while. This way, they don't feel like there's a gap; they start seeing me as a 'mom' figure." IDI-P8

Building trust between teachers and students is essential for fostering a positive learning environment. Patel and Nguyen (2021) found that teachers who consistently demonstrated empathy, fairness, and respect experienced a 50% increase in student-reported trust levels compared to those who did not prioritize these qualities. Additionally, Brown et al. (2019) investigated the effect of teacher self-disclosure on student trust and discovered that appropriate self-disclosure in 40 university classes led to a 30% increase in student engagement and a 25% improvement in student-teacher rapport.

**For Elementary: Providing clear and concise instructions.** The sixth contribute to overcoming challenges in followership training is providing clear and concise instructions. Providing clear and concise instructions means giving straightforward, easy-to-understand directions to ensure that students know exactly what is expected of them.

*"...Una, sinisigurado kong malinaw at maikli ang instructions, at gumagamit ako ng visual aids o written reminders sa board para mas madaling maintindihan."* (First, I make sure the instructions are clear and brief, and I use visual aids or written reminders on the board to make them easier to understand.) IDI-P4

The ability to provide clear and concise instructions is essential for effective teaching and classroom management. Thompson et al. (2021) state that teachers who employed concise language, visual aids, and check-for-understanding techniques experienced a 45% reduction in student confusion and a 30% increase in task completion rates. Similarly, Chen and Williams (2019) examined the impact of multimodal instruction delivery with 500 middle school students and discovered that combining verbal instructions with visual representations and hands-on demonstrations improved student comprehension by 55% compared to using verbal instructions alone.

**For Elementary: Using non-verbal cues and signals.** The fourth contribute to overcoming challenges in followership training is using non-verbal cues and signals. Using non-verbal cues and signals means using gestures, facial expressions, and body language to convey messages and control classroom behavior without speaking.

*"naa gyud koy mga sign, signal like sa ilaha, let say pagnasuko ko, ma malagat na akong mata, nakasabot na sila na nasuko ko, it's the signal, when I say quiet, kabalo sila unsay sign kung muingon ko ug quiet."* (I have specific signs and signals for them. For example, when I'm angry, my eyes show it, and they understand that I'm upset; it's a signal. When I say 'quiet,' they know what the sign means if I tell them to be quiet.) IDI-P3

Anderson et al. (2023) state that high-performing teachers, particularly those who skillfully use diverse non-verbal communication methods, are more successful in maintaining classroom control and engaging students without needing verbal reprimands.

**For Elementary: Employing call and response techniques.** The fifth contribute to overcoming challenges in followership training is employing call and response techniques.

*"...Madalas din akong gumagamit ng "call and response" techniques, tulad ng pagpapataas ng kamay bago magsalita, para masanay silang mag-focus."* (I often use 'call and response' techniques, such as raising hands before speaking, to help them get used to focusing.) IDI-P4

Call and response techniques have become a popular method for maintaining student engagement and managing classroom behavior. Zhang et al. (2022) discovered that regular use of call and response activities increased student attention by 40% and reduced transition times between activities by 25%. Similarly, Roberts and Lee (2020) explored the impact of rhythmic call and response techniques in early childhood education, finding that incorporating musical elements into these activities improved language acquisition rates by 35% and enhanced classroom cohesion among 300 preschool children.

**For Junior High School: Providing clear and concise instructions.** The sixth contribute to overcoming

challenges in followership training is providing clear and concise instructions. Providing clear and concise instructions means giving straightforward, easy-to-understand directions to ensure that students know exactly what is expected of them.

"First, you must set ground rules then make it a routine so that your students will follow every now and then. And they will listen attentively to your subject and they will participate." IDI P-6

Providing clear and concise instructions is crucial in education. A meta-analysis by Smith and Brown (2023) revealed a strong positive link between the clarity of instruction and student comprehension. Their findings suggest that teachers who use straightforward language, offer examples, and regularly check for understanding tend to achieve better learning outcomes.

***For Senior High School: Modulating voice and using energetic presentation.*** The seventh contribute to overcoming challenges in followership training is modulating voice and using energetic presentation. Modulating your voice and presenting energetically means changing your tone and speaking with enthusiasm to keep students interested and engaged in the lesson.

*"...So kong mo discuss ka, maybe para makuha nimu ilang attention aside sa dako imong tingong kannag dili kayo tantong taas ang imong discussion. At the same time, of course maging energetic jud ka sa ilahang atubangan kay kong mag lumsy.lumsy ka like luya ka sa atubangan sa mga bata, maluya pod ang mga bata so you really act na energetic ka sa ilahang atubangan."* (So when you discuss, to capture their attention, besides having a strong voice, you should keep your discussion concise. At the same time, you need to be energetic in front of them because if you appear weak or lackluster, the students will also lose energy. So you really need to act energetic in front of them.) IDI-P1

Voice modulation and dynamic presentation are vital for keeping students engaged. Patel et al. (2023) used audio analysis and student feedback to study how teachers' vocal attributes affect student attention and understanding. Their results indicate that teachers who adjusted their tone, pitch, and pace, while also displaying enthusiasm, were more effective at maintaining student interest over longer periods.

***For Senior High School: Employing personalized approaches to student issues.*** The eight contribute to overcoming challenges in followership training is employing personalized approaches to student issues. Personalized approaches address each student's unique needs, ensuring tailored support and flexible learning for better outcomes.

*"...Sa akong sir, duolon nko siya or storyahon nako siya ana, like unsay problema, maybe akong siya ipatawag nko siya I personal ipatawag sa akong office. Ako siya ingon kumusta nganong wala ka naminaw ganiha nganong wala ka nagparticipate sa mga activity. Akong siya I approach as if kannag pwd ko niya ma sulti-an kong unsa iyang nararamdaman unsa ba in that way maka hatag ko or maka hunahuna ko unsa akong next move para ma help siya."* (For me, sir, I approach the student or talk to them, like asking what the problem is. Maybe I will call them personally to my office. I would ask, 'How are you? Why weren't you listening earlier? Why didn't you participate in the activities?' I approach them in a way that makes them feel comfortable enough to share their feelings, so I can think about what my next steps should be to help them.) IDI-P2

Meeting individual student needs is essential for fostering an inclusive and supportive learning environment. Williams (2022) asserts that personalized strategies, such as one-on-one consultations, customized interventions, and individualized feedback, can greatly enhance student performance and well-being. This method acknowledges that each student faces distinct challenges and benefits from tailored support to address them.

The results of this study align closely with Kelley's Followership Theory, particularly in how teachers across different educational levels train students to be effective followers of school rules. Kelley (1992) posits that followers are active contributors who engage critically and responsibly within an organization, which parallels the strategies used by teachers to foster student followership. For example, the differentiated instruction and engagement strategies identified in preschool through senior high school classrooms reflect the development of students as critical thinkers and responsible followers, capable of adapting to various classroom expectations. Additionally, teachers' use of classroom management techniques, such as reward systems, non-verbal cues, and

clear instructions, mirrors Kelley's assertion that followership skills can be cultivated through intentional and structured practice. By shaping students' ability to follow rules and engage actively in the classroom, teachers help students internalize the values of effective followership, thus reinforcing the relevance of Kelley's theory in understanding student behavior and discipline within the school environment.

## IMPLICATIONS AND FUTURE DIRECTIONS

The emphasis on play-based learning and skill-building in early childhood education highlights the need for balanced curricula that integrate structured learning with exploratory play. In higher levels, differentiated instruction and adaptive classroom management underscore the importance of flexible teaching strategies that cater to diverse student needs. Furthermore, the focus on parent engagement suggests that strengthening home-school partnerships should be a priority, as this can enhance student responsibility and discipline. Overall, the findings call for a holistic approach in education that develops students as engaged and responsible followers of school rules.

Based on the findings and aligned with Kelley's Followership Theory, this study recommends a focus on developing active and responsible followers within the school environment. Schools should promote differentiated instruction to cater to diverse student needs, ensuring that all students remain engaged and take responsibility for their academic and behavioral development. Additionally, classroom management techniques, such as reward systems, non-verbal cues, and personalized approaches to discipline, should be strengthened to help students internalize the principles of discipline and followership. Furthermore, incorporating real-life scenarios and collaborative activities into the curriculum can emphasize the importance of followership beyond the classroom, encouraging students to apply these skills in real-world situations.

For future research, studies could explore the long-term impact of followership training on student outcomes and behavior beyond the school setting. Additionally, examining followership strategies in different cultural or regional contexts may provide further insights into the adaptability and effectiveness of these approaches across diverse educational systems.

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