



## Analysis of Factors Causing Teachers to Be Reluctant to Become Principals in Elementary Schools

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### ABSTRACT

**Purpose of the study:** This study aims to identify and analyze the factors that cause teachers to be reluctant to accept the position of principal.

**Methodology:** The study employed a descriptive qualitative approach with a case study design involving six teachers at an elementary school in Musi Rawas. Data were obtained through in-depth interviews, non-participant observations, and document analysis. Analysis followed the Miles and Huberman interactive model, encompassing data reduction, display, and conclusion drawing. Data validity was ensured through triangulation of sources.

**Main Findings:** The results of the study show that internal factors such as low self-confidence, time constraints, and lack of managerial experience, as well as external factors such as administrative burden, low institutional support, and an organizational culture that is not yet conducive, are the main obstacles for teachers in accepting the position of principal. Teachers also revealed that lack of role models and unclear career progression pathways became psychological barriers that affected their leadership interest.

**Novelty/Originality of this study:** This study contributes original insights by uncovering teacher decision-making patterns in declining principal positions within rural elementary schools. It also proposes strategic, context-specific interventions to enhance teachers' leadership readiness and support their transition into school management roles.

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## 1. INTRODUCTION

School leadership occupies a strategic position in ensuring the quality of education, especially at the elementary school level, because the principal has a direct influence on the work climate, the quality of teacher performance, and the learning outcomes of students [1]-[3]. Effective school leaders are expected to act as instructional leaders who foster teacher development, curriculum innovation, and learning evaluation [4]-[6]. This role requires visionary leadership capacity, supervisory skills, and the ability to create impactful learning innovations.

The principal performs managerial functions by efficiently managing school resources, building communication with stakeholders, and ensuring the smooth operation of the school [7], [8]. The principal also carries out administrative duties by ensuring the continuity of academic and non-academic programs, harmonizing the implementation of the curriculum, and managing educational administration documentation in an accountable manner. The principal supervises teacher performance, provides formative feedback, and

develops a collaborative work culture. The principal plays the role of a transformative leader who motivates teachers to work in harmony with the school's vision and mission. School principals play the role of innovators who create problem-solving strategies in the face of challenges, including in the application of educational technology [9], [10].

National data shows that the position of school principal in various regions, especially in remote areas, is experiencing a vacancy due to the lack of interest among teachers to fill the position. Teachers tend to be reluctant to take over the position of principal due to high administrative burden, intensive work pressure, lack of institutional support, and limited incentives and appreciation of positions. Research has [11] noted that only 30% of qualified teachers expressed interest in becoming school principals. Teachers state that work pressure and institutional responsibilities become significant psychological and professional barriers [11].

This condition is evident in Musi Rawas Regency, especially in one of the elementary schools, where six certified teachers refused to run for office. Teachers reported feeling unprepared emotionally, lacking structural support, and facing geographical constraints and limited facilities. Teachers also face conditions in the school environment that demand extra work, with no guarantee of support from the community or the local government. The complexity of these factors creates a climate of hesitation and discouragement among teachers, particularly in rural educational settings. This phenomenon shows that the filling of the position of principal is not only related to administrative readiness, but also closely related to the social dynamics and professional conditions of teachers in remote areas.

Previous research has explained the phenomenon of teachers' reluctance to become school principals from various perspectives. Research shows [12] that teachers tend to reject the position of principal because they feel comfortable with their role as teachers. Research [13] [14] confirms that administrative burden and an imbalance between tasks and awards are the main reasons for rejection. Research [15] shows that perceptions of the leadership of school principals differ based on gender, which can affect interest in the position. However, there have not been many studies that specifically examine internal and external factors integratively in a single case study, especially in the socio-cultural context in rural areas.

This research has a strategic position in the educational literature because it pays special attention to the interaction between teachers' personal factors, school organizational structure, and geographic context in determining career decisions. This research contributes to novelty by explaining in depth the motivational dynamics, perception of workload, and perception of institutional support experienced by teachers in areas with structural limitations. The urgency of this research lies in the importance of ensuring the continuity of elementary school leadership, especially in areas with limited access to educational resources. If this condition is not immediately addressed, then the education process will be disrupted and efforts to improve the quality of schools will be hampered. Moreover, this issue has implications for teacher career advancement and the broader educational leadership pipeline in rural areas. This urgency is even more relevant when the facts on the ground show that there is no adaptive policy that answers the problem of low teacher participation in the selection of school principals.

The primary goal of this study is to examine the factors that lead teachers to be hesitant about becoming principals in elementary schools. The specific objectives include: (1) identifying internal factors that contribute to teachers' reluctance to assume principal roles, (2) analyzing external factors that influence teachers' decisions to decline the principal position, (3) exploring strategies used to motivate teachers to take on the principal role, and (4) describing common patterns in teachers' decision-making processes regarding refuse the position of principal. (5) offering recommendations for developing school leadership training programs tailored to rural areas contexts.

This research has both theoretical and practical importance. Theoretically, this study enhances the literature on career motivation and educational leadership by combining psychological and structural aspects of teacher decision-making. Practically, the findings of this research can serve as a foundation for policy development that is more responsive to local contexts, such as designing school principal training programs, improving incentive systems, and creating sustainable professional support networks in remote areas.

## 2. RESEARCH METHOD

This study employs a descriptive qualitative approach, enabling the contextual and in-depth exploration of phenomena without simplifying the complexity of field dynamics. This research was carried out as a case study focusing on teachers in an elementary school in Musi Rawas to understand in depth the internal and external factors that affect teachers' reluctance to assume the position of principal.

The researcher identified the research location at Elementary School Jaya Mulya, situated in a rural area of Musi Rawas Regency, South Sumatra Province. The study participants included teachers with civil servant status who had qualifications as prospective principals. The participants were between 40 and 50 years old but did not show interest in running for office. Participants were purposively selected because their characteristics and experiences were relevant for answering the research questions in depth. Inclusion and exclusion criteria

were used to ensure valid participation, while saturation techniques ensured that the data collected was sufficient and no significant new information emerged.

Data collection involved in-depth interviews, non-participatory observations, and documentation. Interviews aimed to gather information directly from teachers, principals, and other stakeholders, as shown in Table 1, based on systematically compiled questions. Observations were conducted to observe interactions and social dynamics within the school environment without direct researcher involvement. Documentation was used to obtain secondary data such as archives, photographs, and official documents relevant to the research topic.

Table 1. Interview instrument grid

Aspects	Sub-Aspects	Key Questions
Internal Factors	Self-Confidence & Fear of Failure	- How did you feel when asked to be the principal? - What are your reasons for having doubts? - Are there any past experiences that make you afraid of failing?
	Time & Limitations	- What do you think the current workload of teachers is? - Do you feel like you have enough time? - How do you estimate the division of time if you are a principal?
	Lack of managerial experience	- Have you ever taken leadership training? - What skills do principals need? - Do you feel you have enough managerial knowledge and skills?
External Factors	Administrative Challenges & Responsibilities	- What are the administrative challenges faced by school principals? - How do you assess the burden of responsibility? - Is this the reason you turned down the principal's position?
	Lack of Institutional Support	- How has the government or educational institution supported so far? - Is the construction program adequate? - What are your expectations for such support?
	Work Environment & Organizational Culture	- What is the work environment and organizational culture at your school? - Does the work environment support leadership? - Are there any social or cultural barriers that you feel?
Additional Questions	-	- What is your suggestion for teachers to be interested in becoming a principal?
		- What do you think the ideal qualifications of a principal would look like?

The collected data were analyzed using the Miles and Huberman models [18], which consist of three main stages: data reduction, data presentation, and conclusion. Data reduction is done to filter out relevant information and eliminate data that does not fit the focus of the research. The presentation of data was carried out in the form of thematic narratives and visual tables to illustrate the relationship between findings systematically. Conclusions are drawn inductively based on patterns and themes that emerge from field data and are associated with relevant theories to gain a comprehensive understanding of the phenomenon being studied.

The validity of the data is ensured through the source triangulation technique, which involves comparing the results of interviews, observations, and documentation to strengthen the findings. Interpretive validity is also maintained by repeatedly re-reading transcripts, checking the suitability between data, and requesting clarification from informants when necessary. This research was carried out in compliance with the ethical principles of the research, including participant consent, confidentiality guarantees, and freedom to resign at any time. The entire research process received ethical approval from the organizing institution. With this methodological design, the research is expected to be able to make a substantial empirical contribution to understanding the dynamics of teachers' reluctance to become principals and formulate strategies to strengthen educational leadership based on the local context.

### 3. RESULTS AND DISCUSSION

#### Internal Factors Causing Teachers' Reluctance to Become Principals

Teachers show a tendency to reject the position of principal due to various internal factors rooted in psychological and professional aspects. Triangulation results from in-depth interviews, non-participant observations, and document analysis confirm that self-confidence, high workload, and limited managerial experience are the leading causes found in this study. Teachers feel that they do not have adequate mental readiness to carry out leadership responsibilities. Teachers express feelings of anxiety and fear of failure when imagining the responsibility of being a principal.

*"I am happy because I have received trust, but I am not ready to become a principal. I'm afraid I can't divide my time because the burden of the principal is heavy."* – Informant (a1) *"Proud and happy, but I feel unprepared for fear of failing to be a principal."* – Informant (a4)

Teachers in this study show concern about their ability to deal with the complexity of the role of school principals. Teachers consider the current workload to be relatively high. Teachers mentioned that the administrative tasks they currently carry out have drained time and energy, so adding responsibilities as principals will worsen the existing workload.

*"Teachers now carry a lot of administrative burden."* – Informant (a3) *"Teachers have a lot of tasks, such as administration that must be completed, to the point that sometimes they are taken home."* – Informant (a4)

This shows that time constraints and emotional stress are significant obstacles for teachers in considering the position of principal. Teachers also show a lack of managerial confidence because they have never participated in leadership training.

*"I feel like my managerial skills aren't enough to be a principal."* – Informant(a5) *"I need additional training to understand the role of a principal."* – Informant (a6)

Teachers realize that the principal's responsibilities require different skills from the day-to-day teaching duties.

These findings are reinforced by observational results that show that most teachers strongly agree with statements that indicate mental unpreparedness, time constraints, and managerial training needs. These results are in line with [19], [20] those who confirm that insecurity, high workload, and lack of organizational skills are the dominant factors that prevent teachers from accepting the position of principal.

Table 2. Summary of Internal Factors of Teachers' Reluctance to Become Principals.

Internal Factors	Key Findings Indicators
Lack of Confidence	Fear of failure, feeling not ready to lead
Time and Workload Limitations	High administrative tasks, insufficient time
Lack of managerial experience	Never been trained, don't understand the managerial role of the principal

This study confirms that technical skill limitations do not merely cause teachers' reluctance to take the position of principal, but rather a combination of psychological vulnerability and structural pressures. Fear of failure, time constraints, and lack of managerial experience are indicators that teachers need systemic support to develop leadership readiness. A deep understanding of these factors is essential to designing interventions that can encourage teacher career mobility in a more structured and sustainable manner.

This finding fills a gap in previous literature, which often examined internal factors in isolation, by offering a triangulated and integrative perspective. The novelty of this research lies in its contextual mapping of teacher reluctance using a four-pattern decision model supported by cross-source validation. This holistic framework has not been widely identified in prior literature.

### External Factors Influencing the Teacher's Decision to Reject the Principal's Position

Teachers show resistance to the position of principal because they are influenced by external factors that are administrative and environmental. Triangulation of interviews, observations, and documents identified administrative complexity, lack of institutional support, and an uncondusive organizational culture as the leading causes that affect teacher administration.

Teachers view that the position of principal contains complex administrative responsibilities and requires mastery of technology. Teachers stated that skills in financial management and administrative reporting require special skills, while mastery of information technology is a new demand that is difficult to meet.

*"The challenge is that school principals must understand ICT because today's era is all digital."* – Informant (a2) *"Ability to manage finances and account for administration is a big challenge."* – Informant (a6)

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*“The challenge is that school principals must understand ICT because today's era is all digital.” – Informant (a2) “Ability to manage finances and account for administration is a big challenge.” – Informant (a6)*

Five out of six teachers in the observation agreed with the statement that the administrative duties of the principal were too complex. This finding is by [21], [22], who stated that administrative complexity is a significant obstacle for teachers to fill the position of principal. Supporting studies also note that the limitation of ICT mastery is a substantial obstacle in 21<sup>st</sup>-century education leadership [23]-[27]. Conversely, technological leadership affects interpersonal skills [28], [29].

Teachers assessed that the training of prospective school principals was still limited and that they had not been able to provide adequate support. Teachers stated that the training available was not continuous and not contextual with real challenges on the ground.

*“There is training, but it is still sparse and inadequate.” – Informant (a5) “There needs to be more intensive training for school principals.” – Informant (a6)*

Three out of six teachers said they disagreed with the statement that government support was sufficient to help school principals carry out their duties. These findings reinforce the research results of Rahmawati et al. (2023), which stated that without adequate leadership training, teachers feel unprepared to take on such a big responsibility [24]. Teachers also highlighted the unsupportive work environment conditions [26]. The teacher stated that family pressure, concerns about fairness in decision-making, and a rigid organizational atmosphere were significant psychosocial barriers.

*“There are no social barriers, but I don't want to be a principal because of a non-supportive family factor.” – Informant (a1) “I'm afraid I won't be able to be a fair and responsible principal of the afterlife.” – Informant (a3)*

Four out of six teachers in the observation expressed disagreement with the statement that the organizational culture in schools encourages their readiness to become principals. This finding corroborates the opinion of [30]-[35] those who state that a supportive work environment can increase teachers' motivation in taking on leadership roles. [36]-[39] Research also emphasizes the importance of a collaborative organizational culture as a prerequisite for the successful transition of teachers' careers to structural positions.

Table 3. Summary of External Factors Influencing the Teacher's Decision to Reject the Principal's Position

External Factors	Key Findings Indicators
Complexity of Administrative Tasks	ICT limitations, financial reporting and document management challenges
Lack of Institutional Support	Training is not sustainable, institutional support is inadequate
Work Environment and Organizational Culture	Family factors, psychological pressure, absence of a collaborative climate

These findings confirm that external structural barriers play a decisive role in shaping teachers' reluctance. Without systemic improvements in training, administrative simplification, and school climate, teachers are unlikely to consider leadership roles. This study thus strengthens the argument for comprehensive policy reform in leadership development for elementary school teachers in rural contexts.

### Strategies Taken to Encourage Teachers to Become Principals

Efforts to encourage teachers to accept the position of principal need to be carried out systematically through a motivational and structural approach. Based on the results of interviews and observations, it was found that several strategies are considered relevant and need to be strengthened so that teachers are better prepared and motivated to carry out leadership roles in schools. Teachers suggest that increasing leadership motivation must start from self-efficacy enhancement programs and regular mentorship initiatives. Teachers believe that having a mentor figure will boost their confidence in understanding and handling the responsibilities of the principal.

*"I think if there is a senior who accompanies and guides, I will be more confident to try." – Informant (a2)*  
*"Leadership mentoring programs should be made mandatory so that we can learn from real cases." – Informant (a4)*

Teachers also stated that if they had a supportive principal or supervisor, their self-confidence would increase.

*"If I had a supportive principal, I would be more confident in considering the position." – Informant (a3)*  
*"Guidance from a supervisor or other fellow principal can help me understand the reality of the principal's job." – Informant (a6)*

Triangulation with observational data shows that five out of six teachers agree that mentorship is one of the most needed strategies to prepare prospective school leaders. This finding is consistent with [40] those who emphasize the role of mentoring in building novice leaders' confidence and competence. Another strategy identified is involving teachers in school decision-making. Teachers who are often invited to be part of the school's structural policies will feel more prepared to take on leadership roles in the future.

*"Let us be involved in school decisions, so we are not shocked when given a leadership role." – Informant (a5)*  
*"I want to know how to lead, but I need to experience the process gradually, maybe through team leadership first." – Informant (a6)*

Document analysis confirms that leadership roles are often suddenly assigned without stages or structured involvement. This aligns with the argument of [41], [42] those who assert that distributed leadership practices contribute to readiness and capacity building among potential school leaders. Teachers believe that more intensive and applicable leadership training can be a key factor in building readiness. The teacher emphasized the importance of training programs that are not only theoretical, but also contextual according to field conditions.

*"I would be better prepared if there were training that equipped me with hands-on leadership experience." – Informant (a4)*  
*A realistic training program is needed so that I can understand the real situation as a principal." – Informant (a5)*  
*Teachers also express the importance of incentive policies and career pathway clarity. Without assurance of professional rewards and clarity in promotion mechanisms, teachers hesitate to accept the challenges of principalship.*  
*"Why should I be a principal if it does not affect my promotion or allowance?" – Informant (a3)*  
*"If there were a clear award, I would probably consider selection." – Informant (a1)*

Triangulation of sources shows that this concern appears across interviews, observations, and institutional policy documents. This supports the view of [43], [44], who stress that leadership development must be accompanied by career incentives to foster genuine interest.

Table 4. Strategies to Encourage Teachers to Become Principals

Strengthening Strategy	Key Findings Indicators
Leadership Mentoring	Guidance from senior leaders, collaborative training
Participatory Leadership	Teacher involvement in decision-making, gradual responsibility sharing
Incentive and Career Clarity	Promotion and allowance transparency, structured leadership development
Contextual Leadership Training	Practical, experience-based training adjusted to real leadership demands

These findings contribute to closing the gap in the literature that often isolates motivational factors from structural readiness. This research offers a contextualized roadmap that integrates psychological reinforcement with systemic school leadership development strategies. The novelty of this study lies in identifying a three-pronged strategy comprising mentorship, participation, and policy support, derived from a triangulated qualitative framework specific to elementary education in rural Indonesia.

### General Pattern of Teachers' Decisions in Rejecting the Principal's Position

Teachers who are reluctant to take the position of principal show a pattern of decision-making influenced by a combination of internal and external factors. These patterns not only reflect an individual's perception of structural responsibility but also reflect a response to the institutional and social conditions surrounding their profession.

Teachers develop rejection decisions based on emotional, rational, and contextual considerations. Teachers consider personal capacity, emotional readiness, and the burden of responsibility, which are considered not proportional to the incentives received. Most teachers point out that the decision is not a form of rejection of career advancement, but a form of rationalization against structural pressures and an unsupportive work environment. Informants stated that they chose to stay focused on their duties as teachers because they were more aligned with personal interests, skills, and expectations.

*"I don't feel capable yet, and it's not the time yet. I don't refuse, but I know the limits of my abilities." – Informant (a4). Being a principal is a big choice. If the system doesn't change, the burden is too heavy to take on its own." – Informant (a2)*

Teachers also show a tendency to postpone decisions as a form of adaptation to the uncertainty of the system. Some teachers stated conditional readiness, that is, if the training, support, and organizational climate experienced a real improvement. This suggests that teachers' decisions are dynamic and can change as contextual support and confidence increase.

*"If there is intensive training and direct accompaniment, I will probably be ready in the next two or three years." – Informant (a6)*

Triangulation results from interviews, observations, and document analysis confirm these decision-making tendencies across participants. Interview transcripts were compared with observation notes and supporting school documents to strengthen interpretation. This proves that the pattern of rejection is not solely based on verbal responses, but also appears in the documented workload burdens and behavioral tendencies during school activities.

These findings illustrate that teachers' decisions are not static, but rather influenced by perceptions of risk, professional expectations, and personal experiences that shape long-term career preferences. Therefore, the strategy of increasing teacher readiness cannot be equalized, but must consider the diversity of motives and experiences of each individual.

Table 5. General Pattern of Teachers' Decisions in Rejecting the Principal's Position

Teacher's Decision Pattern	Key Characteristics	Strategic Implications/Solutions
Full Rejection	Unprepared, feeling incompetent, not interested in leading	Need for motivational interventions and basic training
Conditional Delay	Willing if training and support are available	Need for a gradual readiness strengthening strategy
Rationalization of Structural Rejection	Refusing because the system is considered unsupported	Need for institutional reforms and incentives
Focus on Teacher Professionalism	Feel more useful as a teacher than as a structural leader	Need to redefine careers and non-structural paths

This pattern of decisions shows the importance of interventions that are personal and contextual. The perception of challenges and opportunities greatly influences teachers' decision-making on the position of principal. Hence, leadership development strategies need to consider the diversity of teachers' career preferences more flexibly and sustainably.

This study fills a gap in prior literature that tends to isolate psychological or structural factors without integrating both in a single framework. Previous research has examined either internal or external barriers separately [45], [46]. Few studies have examined how these factors interact in shaping teacher reluctance in rural elementary schools. This study proposes a four-pattern model of decision-making and triangulated contextual barriers, contributing a novel framework for understanding teacher aversion to principalship. This mapping has not been widely found in previous studies and is supported by cross-data validation.

Researchers found that a combination of internal and external factors influenced teachers' reluctance. Key findings show that teachers experience limited self-confidence, high administrative workload, and a lack of managerial experience. Teachers also face external barriers such as the complexity of the principal's administrative tasks, limited institutional support, and a less supportive organizational culture. Strategies expected by teachers include contextual leadership training, mentoring from the professional community, and providing professional incentives and recognition. The pattern of teachers' decisions in rejecting the position of principal is divided into four categories, namely complete rejection, conditional delay, structural rationalization, and focus on teacher professionalism.

The researchers interpreted the findings as a reflection of the inequality between structural demands and teachers' readiness. Lack of confidence is the dominant reason for rejection of structural positions, as evidenced

by the results of previous studies [47]. Teachers' interest in becoming a principal is also greatly influenced by the perception of the institutional support available [48]-[50]. These findings generalize that reluctance is not merely a matter of individual choice, but a systemic response to institutional gaps. The decision-making pattern shows potential for change if contextual factors are addressed. Therefore, professional development policies must include emotional support, realistic simulations, and adaptive training mechanisms. The findings in this study expand previous understanding by confirming the existence of complex interactions between individual psychological factors and organizational structures that are not always adaptive to career development needs [51].

Research on teachers' rejection of the position of principal is still limited to partial administrative and motivational studies. Most previous studies have only highlighted workload or role comfort as the leading cause of rejection without considering the integration between internal psychological factors and external organizational structures in remote contexts. This study addresses that gap by showing how decision-making is constructed dynamically through the intersection of self-efficacy, support perception, and career outlook.

Novelty is also evident in the categorization of decision patterns and triangulated validation across qualitative sources, offering a contextually grounded model for leadership development in rural schools. This mapping has not been widely found in previous studies. In addition, the study provides a contextual approach to intervention strategies, which are structured based on the social realities of marginalized schools and teacher career dynamics that current principal training policies have not facilitated.

Researchers also found significant differences between teacher expectations and government-provided interventions. Most teachers demonstrate conditional readiness, which means that they are willing to accept a position if intensive training and a supportive organizational climate are available. These results show that teachers' decisions are dynamic and responsive to changes in context, not final or absolute. These findings reinforce the career construction theory [52], which emphasizes the importance of agency and adaptability in career decisions [53]. The researchers observe that not all findings align with initial expectations. Some teachers with formal qualifications still decline the principal position, indicating that certification doesn't necessarily reflect psychological and professional readiness. These results emphasize the limitations of relying solely on certification-based recruitment policies and suggest that context-specific interventions are necessary.

The researchers realized that the study had limitations in terms of coverage of the region and the number of participants. The findings cannot necessarily be generalized to all regions of Indonesia, particularly in predominantly urban areas with stronger organizational structures. However, the main strength of this research lies in the depth of exploration of the motivational and structural dimensions simultaneously. This research is essential for the field of education management because it reveals that leadership development cannot be imposed on teachers individually, but instead requires a systemically supportive ecosystem. The researcher concluded that the strategy of increasing teacher participation in filling the position of principal must pay attention to psychological readiness, contextual managerial training, and equitable incentives.

The researchers recommend that future research expand the scope of the study area to obtain a more representative picture of national trends regarding teachers' decisions in rejecting the principal's position. Quantitative research with larger populations can be used to test the generalization of findings and statistically identify relationships between psychological, structural, and organizational variables. Policy implications that can be taken from this study include the need to reform the principal training program to be more applicable, strengthening a supportive organizational culture, and providing alternative career paths for teachers who have high competence but are not interested in structural positions. This strategy is important to ensure the sustainability of leadership in elementary schools, especially in areas that face a shortage of leadership personnel.

#### 4. CONCLUSION

This study confirms that teachers' reluctance to accept the principal position results from a combination of internal and external factors. Teachers feel unprepared due to lack of confidence, face time constraints from high workloads, and lack managerial experience. Additionally, the complexity of administrative duties, limited institutional support, and an organizational culture that is not supportive further influence teachers' decisions to decline promotion. This decision reflects not only a refusal of the position but also a feeling of unpreparedness, both professionally and emotionally, to handle leadership responsibilities. The findings highlight the need for strategic interventions that go beyond administrative changes to also enhance teachers' personal and professional readiness. Urgent actions include contextual leadership training programs, ongoing institutional support, and efforts to foster an organizational culture that supports career development. Future research should focus on developing a leadership mentoring model based on teacher experiences and examining the long-term dynamics of teacher career decision-making within basic education.



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