Professional Development Promotion and Leadership Behavior of School Heads: An Explanatory Sequential Study

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Abstract

Poor leadership behavior of school heads results in ineffective classroom instructions and hesitations of teachers to enhance their skills, pedagogies, and strategies that sprout low-performing learners. Thus, this mixed method explanatory sequential study provide further explanation about the professional development promotion and the leadership behavior of school heads. Data were obtained using adapted survey questionnaire administered to the 210 basic education teachers in the quantitative phase and randomly selected five participants for in-depth interview of the three city divisions of region XI. Results revealed that the level of professional development promotion is high. The school head's leadership behavior is very high. There is a significant positive relationship between variables. The informants disclosed the school culture where school heads work together with teachers to achieve school goals and their school principals motivate and inspire them to excel in their fields and facilitate their growth by offering equal opportunities. The findings imply that although there is already a high provision of seminars and training for teachers, however, there is a need for constant monitoring of its classroom application by the school heads. This also offer insights of the needs of the teachers and leadership trait of school heads towards advancing their professional abilities. This can be a benchmark for future studies considering the MATATAG agenda and inclusive education policy.

1. Introduction

Poor leadership is not solely a result of limited human resource capabilities but rather a reflection of a system that either needs to offer principals comprehensive management training or enforce the same expectations as the private sector (Molina et al., 2020). The paucity of school principal leadership behavior is also apparent in the restricted implementation of successful learning innovations by teachers. The majority of teachers continue to employ traditional instructional techniques, including delivering lectures, facilitating question-and-answer sessions, and assigning tasks (Shanmugavelu et al., 2020). The majority of instructors have indicated that the principal's inadequate leadership conduct is evident when there is excessive faith or trust in the teachers, resulting in them being left alone to carry out their tasks. This needs to improve the quality of output and the responsibilities of a school leader (Bush & Glover, 2014).

Poor leadership can result in less motivation and involvement among team members, hence exacerbating the decline in productivity. This occurs when individuals fail to demonstrate commitment to their work or lack a sense of personal ownership and accountability for their assigned duties (Ebuzor, 2023). Poor leadership often has harsh consequences on the leader's subordinates and the scope of leadership. Indonesian research has found that the leadership of principals and the training of teachers have an impact on the performance of teachers at State Elementary Schools in the Pakis Aji District of Jepara Regency. Poor leadership conduct has detrimental effects on the quality of teaching and learning, resulting in reduced student success and academic results (Education Policy Institute, 2018). Furthermore, it has the potential to diminish teacher motivation and increase rates of staff turnover, leading to a state of instability and disruption inside educational institutions (Al-Suraihi et al., 2021). It maintains and worsens inequalities in the availability of resources and opportunities, which leads to greater differences among students from various socio-economic backgrounds (Blanden et al., 2022). Gold (2018) conducted a study in the United States which divulged that ineffective principals are barriers to improving teachers' performance. Sumalinog (2022) affirmed that school leaders improve the performance of employees in a manner that motivates them to work best in the organization.

In the Philippines, educational institutions need help with leadership among administrators (GMA et al., 2023). Similarly, poor leadership is manifested by nepotism and favouritism in principal selection, as documented, undermining the effectiveness of school leadership (Hang, 2015).

Buckman (2021) discovered that inadequate principal leadership had a detrimental impact on teacher commitment, student academic achievement, and teacher turnover. In their study, Kamarudin et al. (2022) found that authoritarian and micromanaging leadership had a detrimental impact on teacher morale and the overall climate of the school. These issues underscore the urgent need for comprehensive leadership reforms at regional and local levels to improve transparency, accountability, and management practices in Philippine schools. In addition to this urgency, there need ds to be more studies conducted about poor leadership. More research is needed to fully understand how inadequate leadership affects teacher and student outcomes, as well as the effectiveness of interventions to address these issues. Immediate action is thus needed to bridge this gap and implement evidence-based strategies to improve leadership practices and create conducive learning environments for students' and teachers' growth.

1.1 Research Questions

This study aimed to determine an explanatory sequential study on the professional development promotion of teachers by examining the leadership behaviour of School Heads within the Davao Region.

Specifically, this study sought the answer to the following questions:

1. What is the level of Professional Development Promotion of the respondents in terms of:

    1.1. career goal progress;

    1.2. professional ability;

    1.3. promotion speed; and

    1.4. seminars and training conducted?

2. What is the level of leadership behaviour of the School Heads as perceived by the respondents in terms:

    2.1. representation;

    2.2. reconciliation;

    2.3. tolerance of uncertainty;

    2.4. persuasiveness;

    2.5. initiation of structure;

    2.6. tolerance of freedom;

    2.7. role assumption;

    2.8. consideration;

    2.9 productive emphasis;

    2.10. predictive accuracy; and

    2.11. superior orientation?

3. Is there a significant relationship between professional development promotion and leadership behaviour of school heads?

The second part of the study explored the quantitative study's result through in-depth interviews among elementary school teachers in the Davao region.

4. To explain the needs of the teachers to take seminars and training.

5. To describe the leadership behaviour of the school heads towards the professional abilities of the teachers that are significant to the best practice/s of the school.

6. To draw out the insights of the Professional Development Promotion and Leadership Behaviour of the School Heads through the lens of the teachers.

1.2 Hypothesis

H01. There is no significant relationship between professional development promotion and the leadership behaviour of school heads.

1.3 Synthesis

It is imperative that the training of educators be given priority, particularly for those who influence the tactics, pedagogies, and fundamental behavioural features that are contributory factors in closing the learning gap. Therefore, the adoption of the new trend in the delivery of learning is a means to connect with the learners; otherwise, learning would not be feasible. This is because the education system is dynamic, which is making the level of quality education more sophisticated. In addition to this, the goals and

objectives will need to be accomplished. Being persuasive is one of the leadership skills that the principal demonstrates. As a result, the principal encourages teachers to pursue graduate studies and even sends them to seminars and workshops that are linked to their area of expertise and topic focus. In situations where certain instructors are assigned to attend, it is necessary to perform a re-echo through the sessions of the School Learning Action Cell. This is done to ensure that the perception of new information is not restricted to a select few but rather spreads to all of the teachers. In addition, the implementation of newly acquired abilities will be noticed in the classroom, which will have a ripple effect on the entire school community and the progress that it makes.

Furthermore, the intervention of the leadership behaviour of the school head, in their role as the holder of the torch, is essential to encourage teachers to pursue post-graduate studies, to attend and send teachers to training or seminars, and even to conduct school learning action cell sessions. This is because the school is pursuing the goals and objectives of the school. If the principal of the school demonstrates the set of leadership behaviours, there is a lower likelihood that the school and its human resources will experience errors and conflicts. The school will likely be successful in accomplishing its aims and goals, in addition to having amicable acquaintances. As a result, the atmosphere that he cultivates within the school community is a reflection of the teacher's motivation, which is by the professional development objectives or endeavours that he or she is pursuing. Lastly, according to Bancolita (2019), the behaviour of the leadership is the critical factor in determining the success or failure of the organization.

To ensure the progress and advancement of educators in today's diverse educational landscape, they need to participate in professional development activities in the 21st century. This new growth involves a wide variety of perspectives, technologies, and opportunities for educational leaders as well as students. According to Cchiaro (2023), the purpose of professional development for educators is to go beyond only maintaining their careers and instead cultivate a sense of sustainability and longevity in their careers. Teachers who participate in continual professional development can guarantee that they remain up-to-date with the latest curriculum standards and new teaching practices. This allows them to improve their skill sets, which in turn ultimately increases the value of their departments and grade-level teams. Participating in graduate education programs, attending professional conferences, taking online training courses, and participating in school or district-wide development efforts are all examples of professional development opportunities (Cchiaro, 2023). In the field of education, the term "professional development in education" or "educational consulting" refers to a variety of advanced professional learning, specialized training, or formal education that is designed to assist educators, administrators, and teachers in increasing their knowledge, effectiveness, and skill sets (INcompassing Education, 2022). Educators are also kept up to date on new curricular resources, research on how children learn, and technology improvements in the classroom as a result of this. Continuing education is essential for educators because the actions they do in the classroom have a significant impact on the learning of their students. By participating in professional development, educators and administrators have the opportunity to enhance their abilities and, as a result, become more proficient in their respective occupations. It is the responsibility of the principal of the school

to acknowledge the benefits of continuing education and to encourage teachers to participate in professional development to achieve the greatest possible learning results for the students.

Furthermore, professional development has sometimes been better represented in employability initiatives than it ought to have been. This is something that should have been the case. Although the nature of careers services and their relationship with teaching departments need to be further reframed, the career development learning program is going to continue to expand and improve. Furthermore, it is necessary to enhance the intellectual foundations of learning that are geared toward career growth (Bechtel & O'Sullivan, 2006). In conclusion, the reading and related studies that are mentioned in this paper have been of assistance in the process of formulating research objectives and the technique that will be utilized in the execution of the work.

It was noticed that the primary motivation for teachers to pursue and complete their graduate degrees is to improve their teaching abilities, as well as to earn a wage raise and fulfil the prerequisites for administrative jobs. Participation in professional development opportunities such as seminars, conferences, and training contribute to the enhancement of teachers' professional competence and assists them in becoming more effective educators within the institution.

1.4 Theoretical/Conceptual Framework

The research delves into the foundational tenets of Transformational Leadership Theory, which underscores a leader's capacity to inspire and motivate their followers toward achieving extraordinary results (Riggio & Bass, 2006).

In this research, the professional development promotion variable used stands for the inspiration and motivation elements mentioned in the theory. Likewise, the leadership behaviour of school heads variable stands for the extraordinary results elements mentioned in the theory.
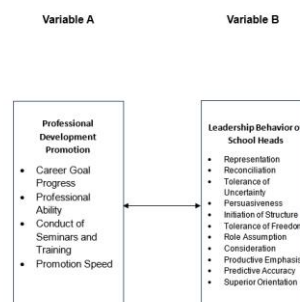

Figure 1. Conceptual Framework of the Study

2. CHAPTER 2

2.1 Methods

The design used in the research, the respondents, research locale, instruments, ethical considerations, and how the data were gathered and analysed are presented in this chapter. The research design, research respondents, research locale, research instruments, data gathering procedures, and the statistical tools used for accurate data analysis are included in this section.

2.2 Research Design

In this study, Creswell's (2013) mixed methods approach was adopted, rooted in a philosophical perspective known as pragmatism. Pragmatism acknowledges the value of employing diverse strategies in research, allowing researchers to draw from both quantitative and qualitative assumptions. By blending post- positivist and post-structuralist philosophical frameworks, the mixed methods design seamlessly integrates qualitative and quantitative data, effectively addressing complex research inquiries.

One of the primary advantages of employing a mixed methods approach is its ability to provide both depth and breadth in exploring study topics. By combining two methodologies, researchers can gain deeper insights into research phenomena, offering a more comprehensive understanding than either method alone. This approach involves utilizing both words and numbers to address research questions, allowing for a more nuanced exploration of the subject matter.

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The mixed methods design used in this study follows an explanatory sequential approach, consisting of a quantitative phase followed by a phenomenological phase. This sequential process allows researchers to first gather quantitative data to establish patterns and relationships, followed by a deeper exploration of the qualitative aspects through phenomenological analysis. By concurrently collecting and analysing both types of data, the study benefits from a comprehensive approach that enhances its rigor and validity compared to purely qualitative or quantitative research methodologies.

Quantitative Phase. Initially, the study prioritized the collection and analysis of quantitative or numerical data. Subsequently, the focus shifted to gathering and examining qualitative or textual data as the second phase of the research sequence. This sequential approach aims to provide further insights, explanations, or extensions to the quantitative findings obtained initially. Notably, the emphasis of the study is placed on the second phase, where qualitative information is utilized to delve deeper into and elaborate on the quantitative results obtained in the initial phase. The selection of participants for follow-up was purposefully guided by the quantitative data collected earlier in the study.

Qualitative Phase. Furthermore, the in-depth interviews aim to delve deeper into the social experiences beyond what is captured by the quantitative data alone. This interim stage serves as a

connection point between the two phases of the study, guiding the selection of volunteers for the qualitative segment. Once both phases are concluded, their integration will be fully realized, enriching the discussion of the research outcomes with comprehensive insights from both quantitative and qualitative analyses.
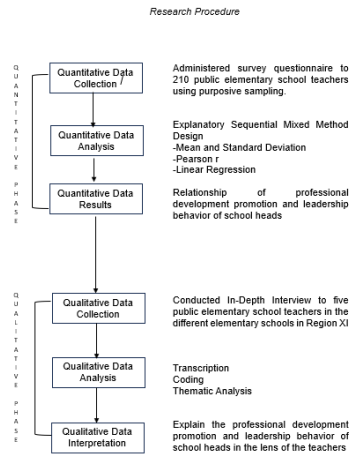

Figure 2. Research Procedure

3. Chapter 3

3.1 Level of Professional Development Promotion of Public Elementary School Teachers

The first objective of this study was to determine the level of professional development promotion of public elementary school teachers of the three city divisions of Region XI. Table 1 provides the answer to this objective.

Table 1. Level of Professional Development Promotion

Indicator	Mean	Descriptive Level
Career goal progress	4.25	Very High
Professional ability	4.38	Very High
Promotion Speed	4.04	High
Seminars and training conducted	3.56	High
Overall	**4.06**	**High**

The study results revealed essential insights into how professional development promotion helps teachers perform better in school and deliver appropriate and quality learning to the students. Specifically, the study found that out of the four indicators of professional development promotion, professional ability garnered the highest mean score of 4.38, indicating that it was perceived by the respondents to be practiced

or observed all the time. This implies that teachers seek to enrich themselves to be efficient, resourceful, and competent to deliver quality learning and motivation to the students. They were driven to increase productivity for the bene t of the whole school community. Teachers' expertise was shared through small conventions like learning action cell sessions. By doing so, teachers create an environment that provides opportunities for them to acquire new skills and strategies.

Professional development is important because what teachers do in the classroom greatly impacts student learning. Teachers and administrators can improve their skills by employing professional development, thus becoming more proficient at their jobs. To get the best learning outcomes for kids, the school principal must recognize the advantages of continuing education and motivate the teachers to pursue professional development.

Further, professional development has not always been as strongly represented in employability strategies as it should have been. Career development learning programs are to continue to grow and develop, but the nature of career services and their relationship with teaching departments need to be further reframed. The intellectual foundations of career development learning also need to be strengthened.

3.2 Level of Leadership Behaviour of School Heads

The second objective of this study was to determine the level of leadership behaviour of the school heads of public elementary schools in Region XI. Table 2 provides the answer to this objective.

Table 2. Level of Leadership Behaviour of School Head

Indicator	Mean	Descriptive Level
Representation	4.58	Very High
Reconciliation	4.13	High
Tolerance of Uncertainty	4.42	Very High
Persuasiveness	4.30	Very High
Initiation of Structure	4.54	Very High
Tolerance of Freedom	4.57	Very High
Role Assumption	4.48	Very High
Consideration	4.52	Very High
Productive Emphasis	3.76	High
Predictive Accuracy	4.31	Very High
Superior Orientation	4.31	Very High
Overall	**4.36**	**Very High**

The study results revealed essential insights about how professional development promotion affects the leadership behaviour of the school head. Specifically, the study found out that out of 11 indicators of leadership behaviour, the representation garnered the highest mean score of 4.58 or very high, indicating it was perceived by the respondents as observed and practiced all the time. This implies that school heads always act as the representatives of the teachers. He speaks out and stands for the teachers when visitors are present and consolidates their ideas and sentiments. As the leader, part of his function is

to publicize the activities to be undertaken. Moreover, the school head represents the teachers at external meetings.

3.3 Significance on the Relationship between the Professional Development Promotion and Leadership Behaviour of School Head

The third objective of this study was to determine the significant relationship between professional development promotion and leadership behaviour of school heads of public elementary school teachers of the three city divisions of Region XI. Table 3 provides the answer to this objective.

Table 3. Significance of the Relationship between the Professional Development Promotion and Leadership Behaviour of School Head

	Leadership Behavior			
	r	**P**	**Decision on Ho**	**Interpretation**
Professional Development Promotion	0.599	0.000	Reject	Significant

The results show that the computed Pearson r value for professional development promotion is 0.599 with a probability value of 0.000. Since the P- value is less than the significant value at level 0.05 the decision made is to reject the null hypothesis. This implies that there is a significant positive moderate relationship between professional development promotion in terms of career goal progress, professional ability, and promotion speed and leadership behaviour of the school heads.

On the other hand, there is a significant negative relationship between professional development in terms of seminars and training and the leadership behaviour of school heads. As leadership behaviour increases, professional development promotion decreases at .099 units.

As the leader of the school, the school head knows what and who to delegate, making the responsibilities, including the opportunities to join seminars and training, depend on the ancillaries of teachers. Some of the teachers may be receiving a number of invitations to seminars and training while others do not. It does not need to be a need, but it is more of a function. The result was proof that most teachers who were not called to attend seminars and training are those with deficits. While principals are making them independent of their choices, they lose their chances to improve professionally. As it should be, elementary education is mostly generalist in their undergraduate studies, giving them the bene t of equal opportunities as learning comes along the way. Lastly, the school heads' treatment of the teachers may be a cause of their submissiveness and retraction to the assignments, roles, and responsibilities given to them.
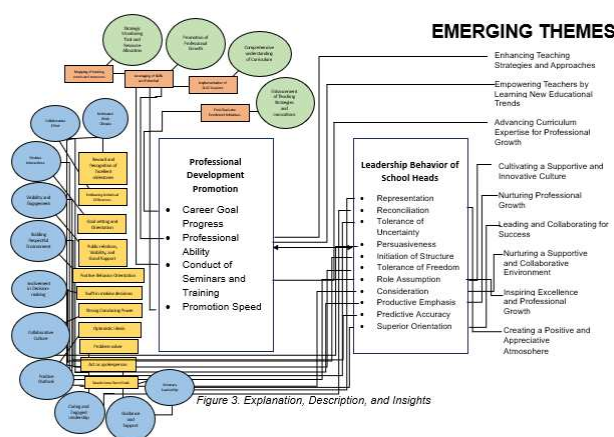
Figure 3. Explanation, Description, and Insights

3.4 To explain the needs of the teachers to take seminars and trainings

Presented in Figure 1 is the qualitative data taken from the interview of the participants regarding the explanation of the needs of the teachers to take seminars and training. The participants provided their responses through the interview conducted in which their answers have been highlighted in the themes generated from this research objective.

Teachers' involvement in seminars and workshops is a valuable opportunity for professional growth and development. They can perform effective classroom management by exploring strategies for creating routines, setting expectations, and building strong relationships with students. Moreover, they can discover methods of differentiated instruction to cater to individual learning styles, abilities, and interests, among others.

3.5 To describe the leadership behavior of the school head towards the professional abilities of the teachers that is significant to the best practice/s of the school

Presented below are the themes generated from the qualitative data taken from the interview of the participants regarding the leadership behavior of the school head towards the professional abilities of the teachers that is significant to the best practice/s of the school. The participants provided their responses through the interview conducted in which their answers have been highlighted in the themes generated from this research objective. There are three themes identified in this research objective.

They emphasize that proficient educational administrators exhibit a concern for their faculty members, which fosters the growth of relationships and promotes secure and supportive surroundings. School heads must provide a leadership that nurtures teachers and takes good care of their well-being. They have to genuinely care for every teacher and afford them with necessary professional development

activities to help them upgrade professionally. Moreover, school heads are deemed to actively involve teachers in shared leadership and decision-making in order to build a school environment that values respect for every teacher.

3.6 Insights of the professional development promotion and leadership behavior of school head in the lens of the teachers

Presented below are the insights into the professional development promotion and leadership behavior of the school head through the lens of the teachers. This research objective has identified three themes from the interviews of the informants. Among the identified themes in this objective is nurturing a supportive and collaborative environment. The informants in this study agreed that their school heads exude a nurturing supportive, and collaborative environment as they lead the teachers in school.

Through the lens of the informants, their school heads manifest a Nurturing, Supportive and Collaborative Environment. This means that their school principals foster a sense of support and collaboration with the teachers by supporting them in the different implementation of school programs, projects, and activities. Also, school principals show their support to teachers in many possible ways, including showing around and being visible in school.

3.7 Summary of Findings

`   The results of the study revealed that the level of professional development promotion is high. Teachers who engage in the professional development program must put their new knowledge and skills to work, thus improving the school's performance. When educators engage in professional development at their schools with their co-educators, they learn from each other, help one another, and hold each other accountable for applying what they learn. Professional development promotion is worth the cost if school heads become better leaders and teachers become more effective and put into action what they learn so that learners achieve at higher levels (Germuth, 2018).

Consecutively, the level of Leadership Behavior of the School Head is Very High. This implies that representation leadership has encouraged a swerve in focus from the attributes and behaviors of individual school leaders to a more systematic perspective (Northouse, 2017). School heads ensure that teachers know what is expected of them, maintain definite performance standards, schedule the work to be done, and check that teachers follow standard rules and regulations (Judge et al., 2019).

The study further revealed that there is a significant positive moderate relationship between Professional Development Promotion and the Leadership Behavior of School Heads. Day (2020) said that the principal has the power to establish and guide the positive progress of a school and develop and nurture relationships within the school community. Branch et al. (2017) establish an atmosphere of trust and

camaraderie, as opposed to an atmosphere of competition and confrontation. Moreover, Guarino et al. (2016) stated that an effective educational leader could develop a school's capacity to enhance student learning through the motivation of teachers, staff, and students. Kouzes and Posner (2018) believe that leaders inspire a shared vision by envisioning the future and enlisting others in a common vision.

In the qualitative phase, the following themes are identified in the needs of the teachers to take seminars and training: Enhancing Teaching Strategies and Approaches, Empowering Teachers by Learning New Educational Trends, and Advancing Curriculum Expertise for Professional Growth. During the In-Depth Interview (IDI), participants exposed their experiences about attending training and seminars, which helped them acquire the knowledge and skills they need in handling their students in class and become innovative with their teaching strategies and pedagogies, which are essential in cultivating the minds of their students. These helped them embrace and adapt to the environment that the new generation of students is living in. The study of Desimone (2019) supports the importance of seminars and training, which can contribute to teachers' knowledge, skills, and instructional practices, ultimately improving students' outcomes. Additionally, Timperley et al. (2019) also state that attending seminars and training offers teachers opportunities to engage in collaborative learning, share expertise, and acquire new knowledge and skills, thereby enhancing their professional growth and improving teaching practices.

In the leadership behaviour of the school head towards the professional abilities of the teachers that are significant to the best practice/s of the school, the following are the themes identified: Leading and Collaborating for Success, Nurturing Professional Growth, and Cultivating a Supportive and Innovative Culture. Participants shared that their school heads have genuinely cared for every teacher and provided them with necessary professional development activities, which helped them upgrade professionally. In the study of Allen, Kern, Vella-Brodrick, Hattie and Waters (2018), they stressed that a supportive and innovative school culture promotes student attendance, which is one of the main remedies for many academic problems. It also promotes a more optimistic outlook in all parties involved and helps teachers and kids feel less stressed. Also, school atmosphere plays a significant role in both teacher retention and student achievement.

Meanwhile, in the insights of the professional development promotion and leadership behaviour of school heads through the lens of the teachers, the following are the themes: Nurturing a Supportive and Collaborative Environment, Inspiring Excellence and Professional Growth, and Creating a positive and appreciative atmosphere. The informants revealed that their school heads have a skill in developing a school environment where teachers thrive in a school environment that drives innovation and sustainable practices are celebrated. Liu, Bellibaş and Gumus (2021) stressed that the school principal's visibility in school is important for teachers. The support of the school head can also be felt when they show trust in teachers and recognize their efforts in participating in the school activity.

4. CHAPTER 4

4.1 Implication and Future Directions

This chapter contains the outline of the purpose of the study. It provides an extensive review of the objectives, methods, and outcomes. Overall, it suggests implications and future direction of this study.

4.2 Implications

The study confirms the effectiveness of transformational leadership in promoting professional development success. Leaders demonstrating leadership behaviour is significantly influenced by professional development promotion and organizational outcomes, with qualitative analysis revealing teachers' specific needs for growth in teaching strategies and staying current with educational trends. Key themes highlight collaborative decision-making, nurturing professional growth, and fostering an innovative school culture. By prioritizing collaboration and innovation, school leaders inspire engagement and motivation among teachers, promoting shared ownership for school success. These findings emphasize the importance of ongoing collaboration between leaders and teachers to design effective professional development initiatives and achieve positive organizational outcomes. Overall, the results highlight the significance of school leaders in adhering to the principles of the transformational leadership theory for them to create a sustainable school culture in which teachers can thrive in.

4.3 Future Directions

For the effective replication of the study, future researchers can focus on surveying and interviewing different school heads who undertake different responsibilities in their respective administrations. Future research works can also centre on examining other variables and traits related to school leadership that were not covered in the study. This is essential to get a holistic picture of the interplay of the other factors related to leadership and how they can also affect teacher performance, professional development, and the school culture as a whole.

Replicating the study across diverse contexts is essential for validating transformational leadership theory, with future research encouraged to explore innovative methodologies like experimental designs or Structural Equation Modelling. To ensure a comprehensive understanding, future researchers who plan to

replicate this study can consider narrowing the geographic scope and focusing on specific educational levels and settings, employing longitudinal designs or mixed-method approaches.

Following the scope of the study, several key delimitations were taken into consideration. The study narrows it geographic scope to the specific region, focusing mainly on a particular educational level, and specific educational setting. It delimits its examination to specific dimensions of leadership behaviour. Furthermore, while it employed both quantitative and qualitative methods, the study restricted its methodological approach based on feasibility and alignment with the research objectives. Thus, in considering avenues for future research, scholars may explore other complementary approaches or methods to augment the study's findings. For instance, longitudinal research designs could be employed to determine the long-term effects of transformational leadership on professional development promotion and leadership behaviour. Moreover, mixed method approaches integrating quantitative surveys and qualitative case studies could provide a more comprehensive understanding of the focused aspect.

Nomenclature			
A	GMA	=	Global Media Arts
B	et. al.	=	and others
C	MATATAG	=	Curriculum in the Philippines that amends the K to 12 Curriculum making all learners ready for any untoward calamity or circumstance that might hamper children in going to school or continuing their education.

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