

# Contextual Leadership Skills to School Head and Teachers' Performance: The Role of Professional Development

**Romeo L. Mendoza Jr.**

College of Teacher Education, Laguna State Polytechnic University-San Pablo,  
San Pablo City, Laguna, 4000, Philippines

**Eden C. Callo\***

Faculty, College of Teacher Education, Laguna State Polytechnic University-San Pablo,  
San Pablo City, Laguna, 4000, Philippines

[\*Corresponding author]

## Abstract

This study investigated the contextual leadership skills of school head and teachers' performance: the role of professional development. Specifically, it sought to determine the relationship of contextual leadership skills to school heads and teachers' performance as moderated by professional development. A descriptive correlational research design was employed, gathering data from fifteen (15) school heads and three hundred forty-eight (348) teachers through a structured survey questionnaire. Weighted mean, standard deviation, Kruskal-Wallis H test, Pearson r moment of correlation, and multiple linear regression were used as statistical treatments. The result showed that some contextual leadership skills showed a significant relationship with school heads' performance. All of the contextual leadership skills showed a significant relationship to teachers' performance. Contextual leadership as to flexibility showed significant differences. Nevertheless, it was revealed that the respondents showed no significant differences in teachers' performance. In contrast, the school heads' performance differs greatly in some variables. In terms of professional development, it also revealed significant differences in a number of variables. Furthermore, contextual leadership skills were revealed as the most likely predictor of teachers' performance. However, the findings showed no significant moderating effect of contextual leadership skills on professional development. It is suggested to provide quality training and assistance to school heads in the promotion of school and teachers' performance; plan appropriate interventions to improve their leadership by adopting contextual leadership skills and increasing school and teacher performance; develop and enhance their instructional strategies to further improve their performance aligned to the standards set by the department.

## Keywords

Contextual leadership, School performance, Professional development

## INTRODUCTION

Life in the 21st century has become more interconnected, international, and new skills are needed in education to be successful in the workplace (Suto, 2013). The definition of "leadership" might vary widely depending on the kinds of leaders you have encountered in the past. If one thinks back to their years as a student and teacher, one may be able to recognize a variety of leadership styles among school heads. Undoubtedly, some of these worked better than others, and you probably have certain role models for leadership that you would want to stay away from. While there is always much to learn from the past, 21st-century leaders who can think ahead are needed to prepare children for the future.

The school head is thought to serve as a leader by ensuring that the members of the school community are fully committed to comprehending the school's objectives (Bahadur, 2021). To accomplish the specific goals that the schools have set for themselves, principals in the twenty-first century, according to Mestry (2017), must carry out multifaceted roles. As leaders, they set the direction for the school and concentrate on improving the school and its organizational structure. Building a relationship of trust and support with teachers is one way that principals can spearhead school reform (Sowell, 2022).

Leadership in the post-COVID era needs to be cognizant of the widespread employee experience of online tiredness as well as the recently sparked desire to seek a better work-life balance. A loss of connection after more than a year of decreased face-to-face time further complicates these instances. Nothing could have prepared executives or staff members for the pandemic's ever-shifting dynamics. This knock-on impact has caused hardship for the numerous people attempting to continue despite daily uncertainty after multiple lockdowns (Kakabadase et al., 2021).

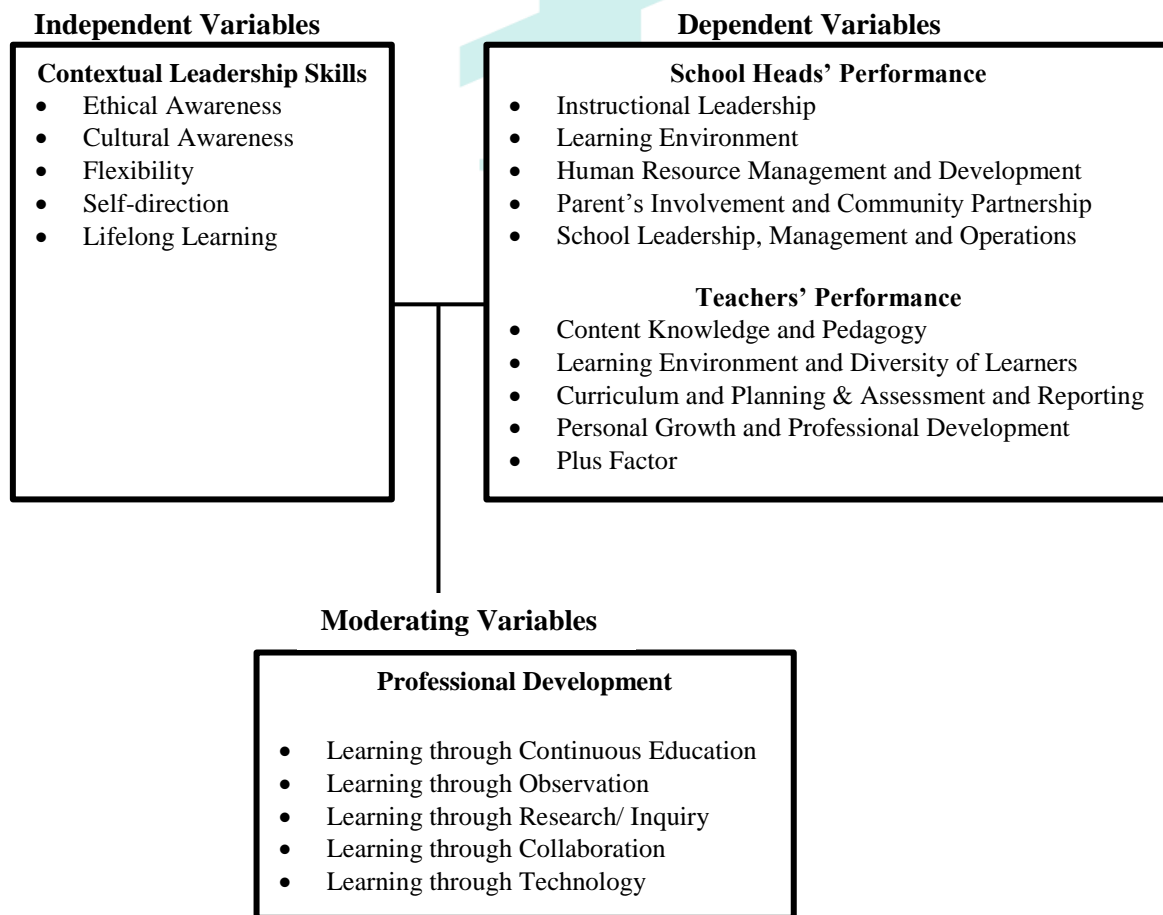
The City Schools Division of Tanauan has conducted numerous trainings and seminars throughout the years to prepare teachers and school administrators for the post-COVID era's emerging trends and practices. Still, there appears to be room for growth in terms of adjusting to the various educational setting situations. Furthermore, different schools may have different demands when it comes to the development of their teachers, students, and institutions.

To maintain focus this research study, specifically, sought the school heads' contextual leadership skills anchored on the study of Laar et al., (2018) that 21st-century skills are broader than digital skills – the list of mentioned skills is far more extensive. They have identified five contextual skills such as ethical awareness, cultural awareness, flexibility, self-direction, and lifelong learning.

The ability to recognize moral situations and difficulties, critically assess, evaluate, and modify one's own moral standards, and consider how one's attitude affects other people's lives are all examples of ethical awareness. "Understanding your own culture, others' cultures, and the role of culture in education" is what is meant by "cultural awareness" or "cultural competence." Being flexible is being able to react fast to expectations and circumstances that change. Self-direction is the capacity for personal accountability and active participation in one's own activities. The acquisition of pertinent knowledge, skills, and experience that promotes change, growth, and the desire to learn more is known as lifelong learning (Türegün, 2018; Mississippi College, 2021; McDaid, 2018; Lemmetty & Collin, 2023; Malone, 2014).

Professional development is anchored on Hammond et al. (2017) and Rhodes et al. (2004), who noted that high-quality professional development is time-consuming, involves reflection, professional dialogue, and feedback, and forges strong working relationships among educators in addition to identifying one's own and others' learning needs. It falls under one of the following categories: learning through technology, learning through collaboration, learning through research/inquiry, learning through observation, and learning through continuous education.

Correspondingly, to determine the performance, it is aligned with the DepEd Order No. 2, series of 2015 or the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System in the Department of Education which focuses on the measures of performance vis-à-vis a targeted milestone and provides a credible and verifiable basis for assessing the organizational outcomes and the collective performance of the government employees.



**Fig. 1** The Research Framework

## RESEARCH PROBLEMS

Specifically, this sought to answer the following questions:

1. Is there a significant relationship between the contextual leadership skills and:
  - 1.1 school heads' performance; and
  - 1.2 teachers' performance?
2. Is there a significant difference between the school heads' and teachers' responses?
3. Do the contextual leadership skills, either singly or in combination, significantly predict the school performance in terms of:
  - 3.1 school heads' performance;
  - 3.2 teachers' performance?
4. Does professional development significantly moderate contextual leadership skills and school head and teachers' performance?

## MATERIALS AND METHODS

The study used the descriptive method of research. Necessary data was gathered in this study to answer the problem posed in this research and to verify the truth about the hypotheses. According to McCombes (2019), descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It also describes the existing leadership qualities, attributes, and other characteristics of subjects like school heads and teachers. It is concerned primarily with the present and does not involve the manipulation of any independent variables.

The respondents' workstations served as the strata used in this study to calculate the sample size for each school. In this study, the teacher-respondents were the 348 teachers and the 15 school head-respondents of secondary public schools in the City of Tanauan. Due to their prior experiences, they can provide the necessary information required by the study.

To assess the direction and degree of correlation between two variables that were identified on at least an interval scale, Pearson Product Moment Correlation was also used. The two variables' data were fitted using a line of best fit, and the distance between each data point and this line of greatest fit was shown by the Pearson correlation coefficient or  $r$ . The rank-based nonparametric Kruskal-Wallis H test was used to ascertain whether there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable. Finally, multiple linear regression analysis was used to ascertain if contextual leadership and professional development components, either separately or in combination, predict the performance of school heads and teachers. After analysis, findings were interpreted, and the necessary conclusions were provided.

## RESULTS AND DISCUSSION

Manifested in Table 1 are the results of the test of correlation between the respondents' perception of contextual leadership skills and school heads' performance. The result revealed that contextual leadership skills such as ethical awareness (.880), and lifelong learning (.903), show a significant relationship with the learning environment when tested at  $p < .01$  level of significance. On the other hand, when tested at .05 level of significance, cultural awareness (.577), flexibility (.520), and self-direction (.566) showed a significant relationship as well.

**Table 1** Correlation between Contextual Leadership Skills and School Heads' Performance

Variables	Instructional Leadership	Learning Environment	Human Resource Management and Development	Parent's Involvement and Community Partnership	School Leadership, Management, and Operations
Ethical Awareness	.619*	.880**	.158	.584*	.501
Cultural Awareness	.315	.577*	-.121	.029	.040
Flexibility	.243	.520*	.384	.583*	.365
Self-direction	.151	.566*	.254	.470	.322
Lifelong Learning	.594*	.903**	.192	.722**	.532*

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

It implies that the school heads are doing their best to establish a learning environment in the sense that the school speaks to the contribution that safe, clean, and comfortable surroundings make to a positive school climate where students can learn. According to Jimenez (2021), the principal-teacher relationship has a significant role in shaping the school climate and ambiance, which in turn upholds the educational norms, ethics, and values of the institution. As a result, their emotional intelligence and hardship should be balanced. The people who live and work in the background are impacted by this learning environment, which has an impact on their productivity and sense of fulfillment in their careers. With the multitude of challenges and a plethora of contemporary problems arising from the shifting dynamics of the environment and a connected, ever-evolving globe, school heads need to develop cognitive flexibility, stress management skills, and divergent thinking. Cognizant, Rivera (2018) found that school heads are adaptable when it comes to managing financial resources, a varied workforce, evolving cultural norms, and instructional technologies. It is acceptable to state that school administrators can adapt to pedagogical changes, interact and get along with individuals of different tastes, and manage financial resources—one of the most important management predictions.

Instructional leadership showed a significant relationship when tested at 0.05 p-value with ethical awareness (.619) and lifelong learning (.594) which implies that the respondents are looking up to the school heads as an instructional leader who treats the school environment with ethical considerations, develop and communicates a vision and goals for his/her school and set target standards for school achievement. A school's leadership affects its significance and success, and it is essential to school improvement (Goolamally, and Ahmad, 2014). Since principals and assistant principals are primarily responsible for school development, it is critical to recognize and comprehend instructional leadership strategies that promote school improvement. An environment that is supportive of learning for teachers, students, and leaders is produced by strong instructional leadership.

Likewise, parents' involvement and community partnership were found to be significantly correlated with lifelong learning (.722) when tested at .01 level of significance. While, when tested at .05 level of significance, it was also found that ethical awareness (.584) and flexibility (.583) are significantly correlated with the parents' involvement and community partnership. This inference serves as another evidence that school heads play a crucial role in fostering collaboration, efficiency, and coordination among students, faculty, parents, and the school community. To achieve school goals, administration and leadership are both necessary. It can be seen that the result reveals that school leadership, management, and operations show a significant relationship with lifelong learning (.532) when tested at  $p < .05$  level of significance. Bahadur (2021) asserts that principals have a significant impact on students' conduct and academic performance. They serve as the school's policies, mentors, heads of academic institutions, and administrators of the workforce in addition to instructors and personnel. The principal of a school bears the responsibility of upholding the principles and practices of the establishment.

On the other hand, the table shows that none of the contextual leadership skills have shown a significant relationship with human resource management and development when tested at .01 and .05 levels of significance. School heads' human resource management skills in the implementation of rules and methods of integrating and maintaining the teaching and other personnel in the school so that it can achieve its purposes as well as targets for which they are aligned. In order to provide teachers with a safe working environment that enables them to exhibit their best qualitative teaching, principals must outsource funds internally or externally, according to a study by Ezeugbor et al. (2018) that focused on the staff personnel administrative strategies used by principals to foster teacher-job satisfaction.

Table 2 displays the results of the test of correlation between the respondents' perception of contextual leadership skills and teachers' performance. The table shows that all of the contextual leadership skills have shown a significant relationship with teachers' performance when tested at .01 and .05 levels of significance. It can be gleaned that ethical awareness (.220), cultural awareness (.189), flexibility (.182), self-direction (.250), and lifelong learning (.178) showed a significant relationship with content knowledge and pedagogy when tested at .01 level of significance. This implies that the respondents acknowledge the importance of contextual leadership skills to teachers' performance regarding content knowledge and pedagogy. Teachers can apply educational theories, best practices, and strategies to deliver their subjects effectively.

**Table 2** Correlation between Contextual Leadership Skills and Teachers' Performance

Variables	Content Knowledge and Pedagogy	Learning Environment	Curriculum and Planning & Assessment and Reporting	Personal Growth and Professional Development
Ethical Awareness	.220**	.169**	.195**	.250**
Cultural Awareness	.189**	.155**	.203**	.215**
Flexibility	.182**	.147**	.196**	.198**
Self-direction	.250**	.135*	.234**	.224**
Lifelong Learning	.178**	.121*	.210**	.187**

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

Marufi and Juniati (2017); Sewell (2023) affirmed that the teacher with the vast pedagogical content knowledge is one of the key aspects of student achievement. Teachers should think about and master the content material taught, how to teach it and interpret the students' thinking so that students easily understand the subject matter. The learning environment and diversity of learners were found to be significantly correlated with ethical awareness (.169), cultural awareness (.155), and flexibility (.147) when tested at .01 level of significance. On the other hand, when tested at .05 level of significance, it was also found that self-direction (.135) and lifelong learning (.121) are significantly correlated with the learning environment and diversity of learners. By strengthening the process of working and learning with learners from diverse origins and cultures in the classroom, they could get a thorough comprehension of the subject matter. Additionally, it provides the opportunity to teach students how to contribute to a diverse learning environment by utilizing their abilities and points of view. Teaching to the typical student is becoming less of a strategy in favor of more inclusive techniques that give every student equal access to learning opportunities in the classroom. This entails presenting all students with a variety of resources, activities, and assessments rather than customizing instruction for each student (Mittha, 2021).

In addition, it is noted that the result reveals that all of the contextual leadership skills such as ethical awareness (.195), cultural awareness (.203), flexibility (.196), self-direction (.234), and lifelong learning (.210) showed a significant relationship with curriculum and planning & assessment and reporting when tested at  $p < .01$  level of significance. This shows that school heads' contextual leadership skills influence the teachers' performance in terms of curriculum and

planning & assessment and reporting. Curriculum planning plays a major part in breaking down large concepts into smaller, more accessible chunks and assists teachers in ensuring the day-to-day teaching and learning processes. It should be comprehensive, stressing social, emotional, and artistic development in addition to the cognitive growth domains, as Harve (2023) underlined. A student-centered approach to curriculum planning encourages diversity, adaptability, and consistency across levels. Assessments can also assist teachers in understanding the challenges that their students face in the material, in reflecting on the comments they get, and in refining their strategies to better meet the needs of their learners.

Moreover, personal growth and professional development showed a positive correlation with contextual leadership skills such as ethical awareness (.250), cultural awareness (.215), flexibility (.198), self-direction (.224), and lifelong learning (.187) when tested at .01 significance level. The respondents recognize the benefits of contextual leadership skills to teachers' personal growth and professional development since it serves as an outlet to acquire the necessary skills to overcome issues and concerns and move forward with new techniques. To keep the teachers abreast of developments in their field of expertise and teaching methodology, Mohammad and Hiam (2017) contend that sufficient attention must be given to the development of teachers' capacity. As a result, more focus should be placed on the professional development of educators as well as the integration of techniques that would meet learners' educational needs.

**Table 3** Test of Difference on the Perceptions of Teachers and School Heads on Contextual Leadership Skills

Variables		Sum of Squares	Mean Square	F	Sig.
Ethical Awareness	Between Groups	.895	.895	2.999	.084
	Within Groups	107.683	.298		
	Total	108.578			
Cultural Awareness	Between Groups	.485	.485	1.768	.184
	Within Groups	99.072	.274		
	Total	99.557			
Flexibility	Between Groups	1.387	1.387	4.388	<b>.037</b>
	Within Groups	114.126	.316		
	Total	115.513			
Self-direction	Between Groups	.958	.958	2.926	.088
	Within Groups	118.147	.327		
	Total	119.105			
Lifelong Learning	Between Groups	.376	.376	1.555	.213
	Within Groups	87.186	.242		
	Total	87.562			
Contextual Leadership Skills	Between Groups	.778	.778	3.080	.080
	Within Groups	91.248	.253		
	Total	92.027	1.387		

**Legend:**  $p < 0.05$  – significant df: BG = 1 WG = 361

A significant result on Table 3 of .037 based on the p-value of 0.05 indicates that there is strong evidence that the mean perceptions of the two groups of respondents – teachers and school heads are different. This implies that contextual leadership as to flexibility is relevant but does not reflect in the contextual leadership skills as a whole. Within the instructive setting, the school heads must learn cognitive adaptability, oversee push, and have disparate considering because of the large number of challenges and plenty of modern issues brought almost by the changing powers of the environment and an interconnected moving world. Moreover, they must be visionaries, hazard takers, proactive, willing to communicate and tune in, esteem group and understudy clients, and focused, more importantly. In contrast, Rivera's (2018) study revealed that school administrators can adjust to new educational innovations, shifting social norms, a diverse workforce, and limited financial resources. It is safe to state that school administrators are capable of embracing changes in pedagogy, interacting with people of different backgrounds, and managing financial resources—one of the most important indicators in administration.

As shown in Table 4, it is revealed that content knowledge & pedagogy, learning environment and diversity of learners, curriculum and planning, and personal growth and professional development show no significant results when tested at 0.05 p-value. It only shows that the two groups of respondents, the teacher and school heads have similar insights on the teachers' performance. The relevance of topic knowledge and pedagogy is acknowledged by the respondents; teachers may effectively teach their subjects by utilizing educational theories, best practices, and techniques. Marufi and Juniati (2017) and Sewell (2023) assert that a teacher's deep comprehension of pedagogical topics is one of the most critical elements in a student's academic achievement. Teachers should think about and become experts in the material they teach, how to teach it, and how to read their students' minds to ensure that the learners understand the material quickly. Learners from different backgrounds and cultures could have a deeper understanding of the subject matter by strengthening the process of working together and learning alongside one another in the classroom. It also offers a chance to instruct students on using their skills and perspectives to enhance a varied learning environment. Teaching to the average student is losing ground to more inclusive methods that provide all students with equal access to learning

opportunities in the classroom. Instead of tailoring instruction to each student, this means exposing all students to a range of resources, activities, and assessments (Mittha, 2021).

**Table 4** Test of Difference on the Perceptions of Teachers and School Heads on Teachers' Performance

Variables		Sum of Squares	Mean Square	F	Sig.
Content Knowledge & Pedagogy	Between Groups	.007	.007	.046	.830
	Within Groups	54.314	.150		
	Total	54.321			
Learning Environment and Diversity of Learners	Between Groups	.042	.042	.260	.610
	Within Groups	58.894	.163		
	Total	58.936			
Curriculum and Planning	Between Groups	.000	.000	.003	.959
	Within Groups	60.243	.167		
	Total	60.243			
Assessment and Reporting	Between Groups	.101	.101	.522	.470
	Within Groups	70.015	.194		
	Total	70.116			
Plus factor	Between Groups	.962	.962	3.827	.051
	Within Groups	90.724	.251		
	Total	91.686			
Teachers' Performance	Between Groups	.098	.098	.935	.334
	Within Groups	37.948	.105		
	Total	38.046			

**Legend:**  $p < 0.05$  – significant *df:* BG = 1 WG = 361

Additionally, curriculum planning helps teachers ensure that teaching and learning occur daily by breaking down complex ideas into smaller, more manageable pieces. Curriculum planning should be comprehensive and provide equal weight to the social, emotional, and creative development areas in addition to the cognitive domains, according to Harve (2023). Assessments can help teachers better understand the difficulties their students have with the topic, reflect on the feedback they receive, and adjust their methods to better suit the requirements of their students. Teachers in the Calauan district's clusters I and II saw that assessment and reporting go hand in hand in assisting students in meeting high standards, creating the framework for guiding future learning, and informing parents of their child's accomplishments. For this reason, the study of Sikat and Chua (2022) demonstrates that the most significant link in creative management techniques, such as communication, teamwork, and professional development, is found in the assessment and reporting of teacher performance.

The two groups of respondents agree that professional and personal development is beneficial since it can help one acquire the abilities needed to overcome challenges and attempt new things. According to Mohammad and Hiam (2017), adequate focus needs to be placed on the development of teachers' capacity to keep them up to date on changes in both their field of expertise and teaching methodology. As a result, emphasis should be increased on both the integration of strategies that would satisfy students' educational needs and the professional development of educators.

As shown in Table 5, most of the variables revealed that the two groups of respondents differ greatly on learning environment, and school leadership, management, and operations (F value=23.939, 24.349) and show strong evidence of significance when tested at 0.05 p-value. The outcome suggests that school heads are making every effort to provide a conducive learning environment in that the school acknowledges the importance of secure, hygienic, and cozy settings in creating a supportive learning environment for children. Even though the teacher has been doing their part to enhance how lessons are delivered, learning tools are still insufficient.

Unlike Jimenez's (2021) claim stating that every educational system's interactions between the school head and teachers adopt or significantly contribute to creating the school's climate to sustain the standards, values, and educational ethics of the establishment. Their emotional intelligence and adversity should be matched. This learning environment affects the people who live and work in the background, which affects their output and sense of professional fulfillment. Concerns about the student's future also exist. This conclusion supports that school heads are essential in encouraging cooperation, effectiveness, and coordination among students, staff, parents, and the school community. Leadership and administration are equally important to achieving school goals. According to a study by Ezeugbor et al. (2018) that focused on the staff personnel administrative strategies used by principals to foster teacher-job satisfaction, principals must outsource funds internally or externally to provide teachers with a safe working environment that enables them to exhibit their best qualitative teaching.

Furthermore, at 0.05 p-value, there were significant differences shown on instructional leadership and human resource management and development, with both showing both .010 significant values. These findings imply that the respondents—teachers and school heads—had differing perspectives. The respondents see the school heads as instructional leaders who set standards for student success and communicate the mission and goals of the institution. Goolamally and Ahmad (2014) emphasized that a school's leadership has a significant impact on its performance and

relevance, and it is crucial for school improvement. Understanding instructional leadership practices that support school growth is essential, as principals and assistant principals bear primary responsibility for school development.

**Table 5** Test of Difference on the Perceptions of Teachers and School Heads on School Heads' Performance

Variables		Sum of Squares	Mean Square	F	Sig.
Instructional Leadership	Between Groups	1.123	1.123	6.774	<b>.010</b>
	Within Groups	59.867	.166		
	Total	60.991			
Learning Environment	Between Groups	3.813	3.813	23.939	<b>.000</b>
	Within Groups	57.502	.159		
	Total	61.315			
Human Resource Management & Development	Between Groups	1.192	1.192	6.789	<b>.010</b>
	Within Groups	63.396	.176		
	Total	64.588			
Parents Involvement & Community Partnership	Between Groups	.530	.530	3.376	.067
	Within Groups	56.657	.157		
	Total	57.187			
School Leadership, Management & Operations	Between Groups	4.170	4.170	24.349	<b>.000</b>
	Within Groups	61.826	.171		
	Total	65.996			
School Heads' Performance	Between Groups	1.890	1.890	18.097	<b>.000</b>
	Within Groups	37.709	.104		
	Total	39.600			

**Legend:**  $p < 0.05$  – significant  $df: BG = 1$   $WG = 361$

Comparable to this are the school heads' human resource management skills in implementing policies and procedures, integrating and keeping teachers and other staff members, and assisting the school in achieving its goals and targets. According to Bahadur (2021), school heads have a great influence on how well the learners behave and perform in the classroom. In addition to being teachers and staff, they also act as mentors, administrators of the workforce, directors of academic departments, and policymakers for the school. The principal must ensure that the establishment's values and procedures are upheld. Moreover, encouraging teachers to keep improving their techniques might benefit students' learning. Robust instructional leadership creates a learning environment that benefits educators, learners, and leaders alike.

**Table 6** Test of Difference on the Perceptions of Teachers and School Heads on Professional Development

Variables		Sum of Squares	Mean Square	F	Sig.
Learning Continuous Education	Between Groups	2.307	2.307	8.538	<b>.004</b>
	Within Groups	97.560	.270		
	Total	99.867			
Learning Through Continuous Education	Between Groups	1.222	1.222	1.844	.175
	Within Groups	239.218	.663		
	Total	240.440			
Learning Through Observation	Between Groups	1.807	1.807	2.997	.084
	Within Groups	217.677	.603		
	Total	219.484			
Learning Through Research/Inquiry	Between Groups	1.463	1.463	5.050	<b>.025</b>
	Within Groups	104.581	.290		
	Total	106.045			
Learning Through Collaboration	Between Groups	.461	.461	1.293	.256
	Within Groups	128.571	.356		
	Total	129.031			
Professional Development	Between Groups	1.372	1.372	4.798	<b>.029</b>
	Within Groups	103.240	.286		
	Total	104.613			

**Legend:**  $p < 0.05$  – significant  $df: BG = 1$   $WG = 361$

Employed on the data in Table 6, shows that the perception of the two groups of respondents revealed significant differences on learning through continuous education, research/inquiry, and professional development when tested at  $p < .05$  level. This infers that the perceptions of the teachers differ from the school head. The pursuit of post-graduate studies or continuing education in the workplace can improve a person's ability to retain knowledge, develop new professional skills, generate original ideas and perspectives, raise morale, and succeed academically. There are, nevertheless, differences in the perspectives of educators and school administrators regarding learning via continuing education.

The majority of teachers (88%), according to the results, who enhance their teaching abilities through additional coursework, are more effective educators. The results were corroborated by Jita and Mokhele (2014), who also pointed out that well-structured professional development can result in effective modifications in teachers' practices, enhancements to schools, and gains in student achievement.

Qualitative findings, however, indicate that educators lament the lack of support they receive from the Department of Basic Education, which doesn't seem to be helping all of the educators who are pursuing higher education. Educators believe the Department of Basic Education does not offer all teachers professional development opportunities, such as bursaries for more study or wage increases upon completion of additional coursework. The vast landscape of knowledge on topics related to teaching and learning, curriculum and assessment, students' cognitive and affective needs, cultural and socioeconomic factors of schools, and other aspects deemed viable to improving school performance is still perceived by respondents as something that can be gained through educational research and inquiry.

Teachers in the Philippines are urged to conduct research in order to sustain the country's educational system's worldwide comparability and to produce knowledge (Wa-Mbaleka, 2015; Tarrayo et al., 2021). The importance of research engagements affects teachers' identities and traits as educators in addition to their professional development. The Department of Education (DepEd) established "the enclosed Basic Education Research agenda" at the Basic Education level, encouraging school administrators, supervisors, and public school instructors to conduct educational research and action research (DepEd, 2017). According to the findings of Morales and colleagues (2016), educators felt that participating in action research and receiving relevant training improved their reflective and instructional practices, which in turn enabled them to increase their level of professional competence. In a similar vein, Gutierrez (2019) discovered that educators saw their research-based professional development as an immersive setting for learning that strengthens shared leadership and builds professional identity.

Table 7 shows that contextual leadership skills were revealed as the most likely predictor of Teachers' performance, as practiced by its higher Beta and Beta coefficient values of 0.199 and 0.310 respectively.

**Table 7** Regression of Contextual Leadership Skills Significantly Predicting the Teachers' Performance

Predictors that affect Teachers' Performance	Regression Coefficients		
	B	Beta	Sig
Constant	3.659		.000
Contextual leadership Skills	.199	.310	.000

*df: regression=1*

R Square = 0.096

Adjusted R Square = 0.096

F Value for ANOVA = 38.258

Significance = 0.000

This finding indicates that this variable has an edge over the other predictors in terms of teachers' performance. The computed adjusted r square value of 0.096 signifies the level of relationship between the variables compared and it is also an indicator that 9.6 percent of the regression effect could be attributed to the observed data of the comparison. This suggests that school heads' contextual leadership helps teachers acquire the anticipatory abilities and context awareness that are required to foresee changes in the school that could positively or negatively impact its improvement goals and targets. According to Hallinger (2018), context literacy is crucial for effective school leadership practice because it helps leaders apply their understanding of particular leadership models and styles to improve educational outcomes in their schools, going beyond simply knowing what to do. In this sense, the use of contextual leadership in the classroom may improve the work of the teachers, which could ultimately benefit the students.

Cognizant, the study of Mohd Yusoff et al. (2022), showed results that contextual leadership by principals both directly and indirectly impacted teachers' organizational commitment, the element of trust, and their knowledge of their own well-being were also improved. The findings are consistent with other research that examined the relationship between organizational commitment and favorable work environments, including those that meet psychological requirements, foster trust, provide autonomy, have a supportive leader, and promote workplace well-being (Bibi et al., 2019; Gordon, 2018).

Specifically, ethical awareness as a contextual leadership skill, Yidong & Xinxin, (2013) stated that school leaders who practice ethical leadership are likely to create an ethical and trustworthy work environment that is beneficial for teachers' positive work behavior patterns. It should increase educators' productivity as well as their inventiveness and creativity. The goal of ethical leadership is to develop leadership skills that enable a principal to manage the school and look out for the welfare of teachers to ensure the success of the school as a whole. These skills can be developed through decision-making, role-modeling, and communication (SIVA VIKARAMAN, Sharmini et al, 2021)

Effective school leaders, according to Khalifa (2018), must build relationships with the school community that are sensitive to cultural and linguistic differences and meet the needs of kids from various cultural and linguistic backgrounds as well as their families. Rather than appreciating the cultural and linguistic components and "funds of knowledge" that varied student populations provide to schools, he contended that many school administrators recognize the existence of culturally diverse children but encourage assimilationist tactics. According to Rivera's (2018) study, it is clear that school heads are flexible when it comes to managing financial resources, a varied staff, evolving cultural norms, and instructional technologies. It is acceptable to state that school heads can adapt to pedagogical changes, interact and



get along with individuals of different tastes, and manage financial resources—one of the most important management predictions.

Lastly, the findings of the research conducted by Eksi, et.al (2021), showed that there is a positive and low-level relationship between the perceived innovation management competencies of school administrators and teachers' lifelong learning tendencies; besides there is a positive and low-level relationship between the perceived innovation management competencies of school administrators and teachers' innovativeness levels; there is a positive and moderately significant relationship among teachers' lifelong learning tendencies and their level of individual innovativeness.

**Table 8** Regression on Contextual Leadership Skills and Teachers' Performance Significantly Moderated by Professional Development

Model	Unstandardized Coefficients		t	Sig.	95% Confidence interval of the Difference	
	B	Std. error			Lower Bound	Upper Bound
(Constant)	1.709	1.148	1.489	.137	-.548	3.967
Contextual Leadership Skills	.442	.243	1.815	.070	-.037	.920
Professional Development	.554	.301	1.843	.066	-.037	1.145
Contextual Leadership Skills x Professional Development	-.076	.063	-1.196	.233	-.201	.049

df: regression=3

df: regression 2 =359

R = 0.447

F Value = 38.258

R Square = 0.200

Significance = 0.000

Table 8 reveals the regression on contextual leadership skills and teachers' performance significantly moderated by professional development. The results of the multiple regression showed no significant effect of contextual leadership skills (B=.442, p-value=.070) on professional development (B=.554, p-value=.066). This shows that school heads' contextual leadership qualities are unaffected by their zeal for professional learning and growth. As opposed to Hallinger's (2018) assertion that context literacy is critical for effective school leadership practice because it helps leaders go beyond simply knowing what to do and figure out how to use their understanding of particular leadership models and styles to enhance learning outcomes in their institutions. Similarly, professional development offers an enduring framework for teachers to participate in active learning experiences utilizing instructional strategies, emphasizes integration with the subject matter, entails introspection on teaching and beliefs, encourages teamwork among colleagues, and investigates how instruction affects student outcomes. Rather than being in charge through stereotypical instruction, teachers should be empowered with a deeper comprehension of the complexities of learning. Continuous professional development is necessary to provide teachers with the well-planned, well-integrated instruction they need (Behera, 2018). Considerable literature states that professional development for educators is an essential part of educational policy that can improve the caliber of instruction provided by teachers in our schools. The findings are corroborated by Ravhuhali (2014), who discovered that educators value professional development because it enables them to gain fresh perspectives, increased understanding, and practical teaching skills—achievable only through continued education (Jita and Mokhele 2014; Ravhuhali, 2014).

## FINDINGS AND CONCLUSIONS

The result showed that some contextual leadership skills showed a significant relationship with school heads' performance. All of the contextual leadership skills showed a significant relationship to teachers' performance. Contextual leadership as to flexibility showed significant differences. Nevertheless, it was revealed that the respondents showed no significant differences in teachers' performance. In addition, the test of difference on school heads' performance differs greatly in the learning environment, school leadership, management, and operations. In terms of professional development, it revealed significant differences in learning through continuous education, research/inquiry, and professional development. Furthermore, contextual leadership skills were revealed as the most likely predictor of teachers' performance. However, the findings also show that the results of the multiple regression showed no significant effect of contextual leadership skills on professional development.

## RECOMMENDATIONS

The study suggests that the schools division office may provide quality training and assistance to school heads in the promotion of school and teachers' performance; The school leaders may plan appropriate interventions to improve their leadership by adopting contextual leadership skills and increasing school and teacher performance; The teachers may determine, develop and enhance their instructional and strategies to further improve their performance aligned to the standards set by the department.

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## DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper

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