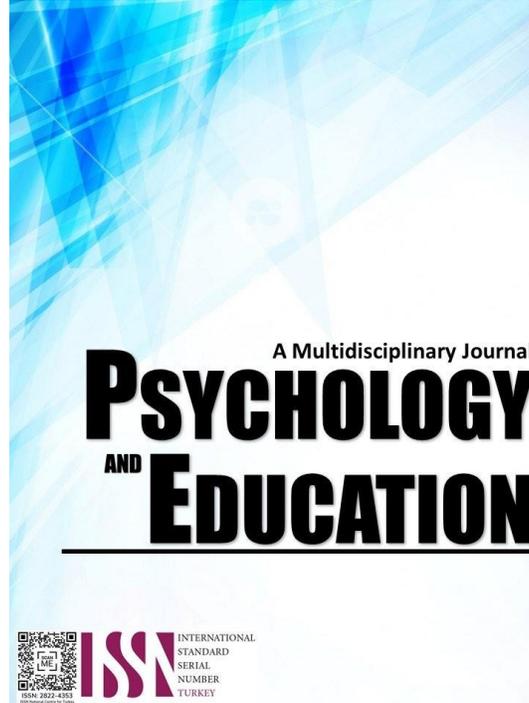


INSTRUCTIONAL LEADERSHIP OF THE SCHOOL HEAD: A PHENOMENOLOGICAL STUDY



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Instructional Leadership of the School Head: A Phenomenological Study

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Abstract

This qualitative study investigated the instructional leadership, teacher-administrator relationships, and professional development strategies of the school heads in promoting the professional development of senior high school teachers. As the field in teaching advances, effective instructional leadership strategies are essential for enhancing teacher efficacy and promoting a culture of continuous professional development. This study explored the experiences of school heads in supporting teachers' professional development among senior high schools in Baybay City. Utilizing a phenomenological study approach, data were collected through in-depth interviews with nine school heads in the Schools Division of Baybay City. The analysis revealed three key themes: empowered and sustained leadership, similarities, and differences in leadership, and designing a professional development plan. These findings showed that school heads have had in aiding teachers with their professional progress lead through effective leadership strategies in supporting teachers through supervising, monitoring, coaching, and promoting an effective instructional climate. School heads who prioritize collaboration within the school community create a supportive culture where teachers feel encouraged to share ideas and seek peer coaching and mentoring. Also, school heads who provide constructive feedback improve instructional leadership practices and create trust and mutual respect within their organization. The implications of these findings emphasized the need for school heads to implement a more proactive approach in their leadership roles, ensuring that professional development programs are associated with teachers' specific needs and challenges. By effectively leading professional development, school heads can significantly influence teachers' growth, leading to develop instructional quality and learner outcomes. In the end, this study contributed to the body of knowledge regarding instructional leadership by emphasizing the importance of supportive and innovative practices that empower senior high school teachers in their professional development careers.

Keywords: *experiences of the school heads, instructional leadership, management practices, professional development, school-based management*

Introduction

In teaching, school heads play a vital role in the teachers' performance, which can positively impact their way of teaching and caring for their students. Effective communication, good interpersonal relations, subject-matter competencies, and listening skills to support teachers' growth are one of their main goals in professional development of teachers under their care (Lago et al., 2023). Strong and effective leadership practices among school heads, such as mentor-mentee relationships, promotion of relationships, cooperation and competition, and real-time feedback, influence the quality service and performance of teachers (So-oabeb & du Plessis, 2023). Some of the challenges that are currently facing by the senior high school teachers are the lack of support to teachers' professional development, poor supervisory assistance and teacher-administrator working relationships, and insufficient professional development strategies. Acknowledging the dynamic nature of education and the changing needs of both educators and learners, this study focuses on the exploring leadership experiences of school heads in supporting the professional development among senior high school teachers in Baybay City. Ultimately, the goal of this study is to promote a positive teacher-administrator relationship and create an environment that fosters a culture of continuous professional development among Baybay City senior high school teachers, thereby enhancing the quality of education.

In Pant's recent study (2023), he pointed out that the significance of instructional leadership experiences in supporting teachers' learning and development should be emphasized. The following practices, including modeling effective teaching methods, offering constructive feedback, and facilitating collaborative learning opportunities, play a crucial role in promoting teachers' professional development. Kilag & Sasan (2023) also pointed out the importance of building positive teacher-administrator relationships supported in trust, open communication, and mutual respect for enhancing teachers' development. According to Bacus and Alda (2022), they specified that it is important to revisit existing policies being implanted in senior high schools. They recommended drafting relevant training, conducting onsite monitoring, and need-based support for teachers up skilling and reskilling that are aligned to the teachers' professional development. Additionally, in a certain study conducted by Tanghe & Schelfhout's work (2023), they recommended that it is a necessity to have a continuing professional development opportunity such as workshops, mentoring, and coaching to support continuous learning in senior high schools.

The identified gap in the research lies in the complex relationship between instructional leadership experiences, teacher-administrator relationships, and professional development strategies. While the studies emphasize the importance of these factors, the existing literature lacks a comprehensive examination of tailored programs to address specific challenges faced by senior high school teachers in Baybay City. Additionally, based on the related literature and studies, the researcher found out that most of the articles focus more on the experiences and views of the teachers rather than the school heads. Karakus' study (2021) suggests a crucial need to develop

targeted initiatives that provide necessary support and resources, bridging the gap in understanding and addressing the unique circumstances affecting teachers' professional development in this specific context. This gap shows that school leaders must develop programs or professional development plan that explicitly address the unique needs and challenges faced by teachers, providing the strong support and resources necessary for meaningful professional development. To do that it is significant to know the case of both school heads and teachers to identify factors affecting the problem.

To address this gap, the researcher concentrates study on the exploration of the identified gaps in the literature concerning the instructional leadership, teacher-administrator relationships, and professional development strategies within the unique context of senior high schools in Baybay City. The intention of conducting this study is to contribute valuable insights by developing and implementing tailored professional development programs, training programs and professional development plans specifically designed to overcome the challenges outlined in the literature. This research endeavors to provide concrete recommendations and evidence-based strategies that educational stakeholders, including school heads and policymakers, can utilize to foster a conducive environment to sustain teachers' professional growth and development.

This study holds significant value in multiple aspects of school administration. Thus, the findings of the study are beneficial to school heads, teachers, learners, stakeholders, and future researchers. It focuses on providing general knowledge and explores the experiences of school heads in supporting teachers' professional development among senior high schools in Baybay City. Furthermore, through this purposeful exploration, the study aspires to enhance the overall quality of education among senior high schools in Baybay City by addressing the identified gaps and challenges head-on.

Research Questions

This study intended to explore the experiences of school heads in supporting teachers' professional development among senior high schools in Baybay City. Specifically, this study sought to answer the following inquiries:

1. What are the experiences of school heads in supporting the professional development of the teachers?
2. What are the similarities and differences of their experiences?
3. What professional development plan can be proposed based on the results of the study?

Methodology

Research Design

The study adopted a phenomenology study approach grounded in the methodology of Max Van Manen (2016), using semi-structured interviews, to explore instructional leadership experience of the school heads in supporting teachers' professional development. According to Meyer (2023), the use of phenomenological study approach revealed the complexities and challenges in fostering effective teaching practices through the lived experiences of school heads in their instructional leadership roles. This design is particularly well-suited for investigating real-life aspects within their natural context, aligning with the objective of comprehending the intricacies of leadership techniques for enhancing teachers' professional development in the senior high schools of Baybay City during the School Year of 2023 – 2024.

The phenomenological study methodology involved selecting a bounded system, in this case senior high schools in Baybay City, conducted an extensive examination during the School Year of 2023 – 2024. The deliberate participant selection is in line with the phenomenology study designed, allowing for an in-depth analysis of the nuanced dynamics of instructional leadership experiences and their impact on teachers' professional development. This ensures a comprehensive exploration of perspectives and experiences within the specific educational environment.

Participants

The participants of the study were involved 9 school heads from senior high schools in Baybay City, selected purposively based on specific criteria to gain a comprehensive understanding of leadership techniques and teacher professional development. These educational leaders will offer valuable insights into decision-making processes, policy implementation, and overall school management, contributing to the diverse perspectives of the study.

Inclusion Criteria. The inclusion criteria require active service in Baybay City Division. The school head must be assigned to a senior high school during the School Year 2023 – 2024, having a minimum of two (2) years of experience as a school head.

Exclusion Criteria. The exclusion criteria encompass individuals outside Baybay City institutions or those with less than two (2) years of relevant experience as school heads.

The purposive sampling of Tongco (2007) was adopted for participant selection, intentionally choosing the school heads with substantial leadership experience and a proven record in executing teachers' professional development initiatives. This approach aligns with the research objectives, aiming to enhance the depth and quality of the data by selecting participants with relevant experiences and insights related to leadership methods supporting teachers' professional development.

The data from the school heads was utilized until the results were reached. The researcher may conclude the data collection if redundancy signals were observed. When data saturation was achieved, the researcher can be reasonable in assuring that further data collection would gain the same results and serves to confirm emerging themes and conclusions.

Instrument

In this study, semi-structured interviews were used as the primary instrument for data collection, offering flexibility in discourse while ensuring a comprehensive exploration of leadership strategies in supporting teachers' professional development. The semi-structured interview was made by a researcher and has 3 parts: First, the probing questions. Second, the deepening questions. Third, the concluding questions. To ensure the reliability and validity of the data, content validation was carried out through a research adviser and three identified experts with expertise in qualitative research. These experts were tenured professors in the University of the Visayas – Cebu Graduate School of Education. Additionally, pre-testing the interview guide with a small group of participants refined its content.

The researcher acted as a facilitator, utilizing a predetermined set of open-ended questions to encourage participants to freely express their experiences and perspectives. To preserve and analyze the richness of the interviews, recording devices in the form of audio recordings were employed, capturing the nuances and subtleties of participants' responses. The subsequent transcription of these recordings enabled meticulous scrutiny, contributing to a qualitative analysis that identifies recurring themes, patterns, and variations relevant to leadership strategies. The use of semi-structured interviews as the primary instrument was justified by their interactive and dynamic nature, allowing for an in-depth exploration of participants' perspectives.

Procedure

The researcher went through the following steps in the data collection or data gathering process:

Pre-Data Gathering. Before initiating data collection, several crucial pre-gathering activities were undertaken. This includes obtaining necessary permissions from the Dean, SDS, and communication letters to SHs inviting them to participate in the study. Consent forms were prepared to ensure ethical considerations. The research proposal was drafted and underwent a design hearing, followed by potential revisions. Permission from the University of the Visayas' Research Ethics Committee (REC) was sought, aligning with ethical guidelines for research.

Actual Data Gathering. The actual data gathering stage commenced with the researcher communicating to the school heads to secure their participation. Semi-structured interviews were conducted using predetermined open-ended questions. Interviews were audio-recorded and subsequently transcribed for detailed scrutiny. The researcher recorded the number of minutes and observed the process of the interview. Field notes or journals were maintained, and triangulation was employed through direct observations and document reviews to enhance data credibility. Some interviews were concluded due to the answers from the school heads being the same, data saturation was observed by the researcher. Ethical considerations, such as ensuring confidentiality and obtaining informed consent, were observed throughout the process.

Post-Data Gathering. After collecting the data, the post-gathering stage involved sorting, summarizing, and tabulating the information. The data was analyzed using non-statistical methods to determine relationships. Results were presented clearly and thoroughly. To ensure data security, my personal computer, accessible only via a password, was stored the data. Printed copies were shredded. The final research work, subjected to censorship and plagiarism tests, was submitted to the IRB-REC office for the Authority to Print Certificate (ATP). The raw data was deleted from the computer after completion, ensuring confidentiality. These meticulous steps guaranteed the integrity and ethical handling of the gathered data.

Data Analysis

In the data analysis phase, the researcher systematically implemented Collaizzi's Method (1978) of Analysis. Collaizzi's method of analysis, with the overarching aim of constructing comprehensive explanations and descriptions, involved several steps. These include (a) familiarization of data, (b) extracting significant statements, (c) formulating meanings, (d) clustering of themes, (e) developing an exhaustive description, (f) providing a fundamental structure, and (g) validation among participants.

First, each transcript was read comprehensively to acquire a general idea of the whole content; second, significant statements that relate to the phenomenon in the study were extracted from each transcript. The significant statements were recorded on a different sheet of paper for recording their pages and lines numbers. Third, the meaning from these significant statements were formulated, and fourth, the significant themes were sorted into themes, cluster of themes, and categories. Fifth, the finding of the study should be included into an exhaustive description of the phenomenon under the study, and sixth, the fundamental structure of the phenomenon should be provided. Finally, validation of the findings to the participants was sought to compare the researcher's descriptive results of the experiences.

Ethical Considerations

This study was thoroughly planned and conducted, which comprised the ethical requirements of this study, according to the guidelines outlined in the Declaration of Helsinki (World Medical Association, 2013). Approval was obtained from the Research and Ethics Committee of the University of the Visayas, with Reference No. 2024-048 dated February 27, 2024. Appropriate protocols were

scrupulously delineated to ensure the protection of the entitlements of the participants engaged in the study. The research plan was purposefully devised to mitigate potential hazards and optimize advantages for the participants, with emphasis on their welfare throughout the study. The study involved adults who voluntarily participated in a face-to-face interview. Prior to completing the semi-interview guide, participants received an informed consent form detailing the study's purpose, procedures, risks and benefits, confidentiality measures, voluntary participation, and contact information. No financial incentives were offered for participation. The authors declared no conflicts of interest.

Results and Discussion

In this section, the researcher gave the descriptions of the participants and revealed the themes that emerged from the study.

Experiences Of School Heads In Supporting The Professional Development Of The Teachers

Theme 1. Empowered And Sustained Leadership

There is a significant influence that school heads, who are often referred to as principals, have on the effectiveness of educational institutions via the leadership that they provide. It is because of them that the academic achievement of learners, the atmosphere of the school, and the performance of the teachers are all directly impacted. The findings of a study that was carried out by Sebastian, Allensworth, and Huang (2019) indicate that school heads who engage in collaborative decision-making and transformational leadership can cultivate learning environments that are supportive of learners and improve the rate of academic achievement these learners achieve. It is important to have strong leadership in place to address educational difficulties such as the need for change, the existence of varied student demographics, and the limitations of the resources that are available (Wang, 2020).

In contrast, the demanding nature of their job often leads to significant levels of stress and burnout among those who are employed in the field. Pollock and Hauseman, in their paper published in 2019, highlight the need of providing school administrators with chances for professional development as well as specialized help. To devise strategies that would improve their efficiency and well-being, it is necessary to have a comprehensive grasp of the experiences that they have had. Recent literature highlights the crucial role that school heads play in supporting the professional development of teachers. Leithwood and Sun (2020) provide a comprehensive review of how school leadership practices influence teacher development. Their findings emphasize that effective school leaders create environments conducive to professional growth by actively engaging in and facilitating development programs. Similarly, Hallinger and Heck (2019) review research on school leadership and teacher development, noting that successful school heads align their practices with effective teacher development strategies, which significantly impact teaching quality and learner outcomes. Darling-Hammond, Hyler, and Gardner (2020) further argue that the effectiveness of professional development is strongly linked to the support provided by school leaders, highlighting that school head who champion continuous learning opportunities for teachers contribute to improved educational practices.

In addition, Vangrieken, Dochy, Raes, and Kyndt (2019) explore the relationship between teacher collaboration and professional development, noting that school leaders who foster a collaborative culture enhance the effectiveness of professional learning initiatives. Guskey and Yoon (2021) conduct a meta-analysis on what makes professional development effective, asserting that school leader support is critical for the successful implementation of development programs. Frost and Harris (2020) discuss how creating the right conditions for professional development involves active leadership, which includes facilitating teacher engagement and providing resources. Cowan and Goldhaber (2020) provide evidence from the U.S. showing that principals' involvement in professional development directly impacts its success. This body of research emphasizes the pivotal role of school heads in shaping and supporting teacher professional development, which is essential for achieving meaningful educational improvements.

Sub-Theme 1.1. Professional Growth and Passion. School administrators must take advantage of continuing education and professional development programs if they want to increase their overall effectiveness and leadership skills. They should aim to achieve these types of things. Those who work as teachers must be capable of doing this specific duty. This strategy consists of many elements, such as maintaining current knowledge in education, participating in professional development programs, and pursuing ongoing education. The excitement they are feeling motivates them to think of creative solutions and to assist both their employees and their students (Brown,2023).

Implication. The above example shows that teachers choose to become school administrators because they are passionate about leadership and want to grow professionally and personally. For this educator, leadership is more than just a place of power; it is a calling that fits with their natural desire to be successful in education. They say that being a boss is more than just this job.

Essence. This theme shows how important it is to take an active and self-initiated role in your career growth and progress. This method is unique because it involves taking on more difficult tasks over time, which is seen as an important part of the workplace. People who want to become school heads must have a clear idea of how they want to grow and be sure that being a leader gives them a unique chance to make a significant difference within the school community. The following reasons make becoming a school leader a good career choice.

Sub-Theme 1.2. Leadership with Enthusiasm and Caution. Keeping a delicate balance between enthusiasm and expertise is vital if

one wants to successfully traverse the terrain of leadership. Finding a balance is essential for effective leadership. Leaders who are passionate about their work, can motivate and excite their team members, and who can make them thrilled are responsible for establishing high-quality and exciting work environments. It is feasible for leaders to approach challenges with a growth attitude, which in turn stimulates flexibility and creativity. This is because this presents an opportunity. Because of this, the institution can benefit from the use of these strategies.

On the other hand, if this excitement is allowed to run unchecked, it may lead to hasty acts and might cause one to disregard the potential repercussions of such activities. While it is feasible for leaders who exercise caution to thoroughly analyze the potential ramifications of their judgments, it is also conceivable for them to make choices that are well-informed and ultimately favorable to the fulfillment of long-term goals (Smith, 2024).

Implication. School leaders that are open and honest about their objectives and their previous experiences in leadership roles demonstrate that they are concerned about the teachers who see them and the general quality of the school environment. The fact that they are willing to engage in conversations with the teachers about ways of doing things, new concepts, and techniques demonstrates how enthusiastic they are about passing on the knowledge that has shaped their approach to leadership.

Essence. Concerns about responding to unusual questions indicate the difficulties and unknowns associated with the task. It demonstrates how challenging it is for school heads to assess their own leadership, particularly in areas such as the planning and implementation of programs, the professional development of the teachers, and the making of decisions. Two of the most significant challenges that school leaders have are the ability to adapt to a school environment that is in a state of perpetual change and the ability to have trust in one's own leadership abilities.

Sub-Theme 1.3. Sustained Leadership. Managing and leading educational settings at a distance calls on one to be able to keep a flexible and focused approach. This is very necessary if one wants to have the strategic commitment and endurance required for leadership in distance learning. When we talk of endurance, we suggest leaders' ability to keep on despite challenges and uncertainties related to events that take place far away. On the other hand, strategic commitment is marked by a deliberate and long-term focus to the application of new methodologies and technological innovations to attain educational goals. If leaders who work remotely want to ensure that the learning outcomes, they generate are effective, they must demonstrate a commitment to continually refining their tactics, making investments in professional growth, and creating a culture of collaboration within the online environment (Warrick, 2019).

Implication. Being a school head, it is to love new professional journey. It is to have a different mindset toward recent work. Because if you are a teacher, there are things that you are just limited to do. Unlike being a school head, you are given the task of decision-making processes. As a school head, you are the catalyst for change. You now have authority, responsibility, and accountability.

Essence. When it comes to professional growth, the role of school head offers several different opportunities. The head of school has a fantastic chance to improve their leadership skills, cope with difficult situations, and promote the school's goal by taking advantage of this opportunity. These professional advancements and the successful completion of career goals are major factors that play a significant role in their decision to remain in their current position.

Theme 2. Similarities And Differences In Leadersip

School Heads' experiences may impact school performance and leadership. They face comparable challenges in resource management, teacher development, and student performance. These shared experiences show school leadership's universality. Their duties depend on school size, location, and demographics. Rural school heads may suffer with isolation and limited professional development, whereas urban school heads may struggle with learner diversity and resource constraints. Understanding school heads' similarities and differences informs leadership and support (Leighwood, 2019).

Sub-Theme 2.1. Professional Development as Teaching Improvement. Professional development gives teachers new skills, information, and techniques to improve their teaching and promote their careers. Teachers may enhance classroom performance and learner outcomes by targeting training and learning opportunities to improve their teaching approaches, incorporate new methods, and keep current on educational research (Guskey, 2021). Professional development may also prepare educators for leadership positions, boost their credentials, and broaden their education career options (Hargreaves & Fullan, 2022). Professional development helps teachers enhance their teaching and advance their careers.

Implication. Because instructors can conduct lessons with more ease as a direct result of attending seminars and training, it is evident that professional development immediately leads to an increase in the efficacy of teaching. This is because teachers can provide lessons with better comfort. The process of being exposed to innovative ideas and techniques helps instructors to strengthen their instructional practices, which ultimately leads to higher classroom performance and more efficient delivery of the subjects. Everyone that is involved is going to come out ahead in this circumstance.

Essence. To ensure that teachers are well-equipped to handle possibilities that may arise in the future, another example of a strategy that is forward-thinking or creative is the emphasis that is placed on preparing them for the announcement of promotion criteria. This is an example of a strategy that is forward-thinking or innovative. During the process of earning credentials that will put them in a favorable position for future career developments, the school head offers help to the teachers so that they can complete the procedure.

To achieve this goal, it is necessary to encourage teachers to participate in ongoing professional development and further studies.

Sub-Theme 2.2. Adaptation to Structured Management and Professional Responsibility. A leadership strategy that is both supportive and development-focused can improve the relationships, communication, and overall performance of the school, and this topic, in a nutshell, lays an emphasis on the ways in which such an approach has the capacity to do so. The school head creates an atmosphere that is conducive to collaboration and productivity on account of the investments that are made in the professional development of the instructors. The whole school community, not just the teachers, reaps the benefits of this environment. It is not only the teachers who profit (Duke 2021).

Implication. The relationship between the school head and teachers is influenced by a supportive and development-oriented leadership style. This type of leadership has significant implications. This issue exemplifies the reciprocal advantages that come from professional assistance and collaborative participation, and it demonstrates the effect that a leadership style like this has on the relationship.

A positive and collaborative connection has been formed between teachers and their colleagues because of the adoption of supportive practices and the emphasis put on professional development. This relationship has been developed because of the implementation of these practices. Consequently, this has resulted in the strengthened ties that have been established. There is a high focus placed on the formation of connections and mutual respect among the professors and students of the institution, which is reflected in the presence of this pleasant atmosphere, which is an indication that the leadership of the school is strong.

Essence. An awareness of the standards that must be met for the position is one of the ways in which teachers are able to get a comprehensive comprehension of the duties and obligations that have been assigned to them. This way placed on adhering to the regulations established by the school's administration. It is the school head's responsibility to ensure that teachers are well-informed about the standards and expectations linked with their employment. This is accomplished by adopting the right processes, which encompass everything from attendance to daily chores.

Most educators, during their careers, finally concluded that their roles are more than simply a job; they grow to consider their profession as a vocation. For them, this plays a significant part in determining the extent to which they are content with their professional life. This adjustment in perspective is crucial because it brings their sense of purpose into alignment with their responsibilities in their professional lives when they are working. If teachers can understand that adhering to rules and procedures is beneficial to the learners and adds to the overall success of the educational environment, then they will be able to build a deeper devotion to their profession. Since ensuring compliance with these standards and procedures is beneficial to the children, this is very achievable.

Sub-Theme 2.3. Leveraging Advanced. Advanced academic and professional training enhances leadership and mentorship. Advanced education leaders understand educational theories, strategic management, and pedagogy to improve school administration and staff development (Bush, 2020). Young leaders learn from these mentors, encouraging professional growth in their companies (Duke, 2021). By using advanced educational principles to leadership and mentorship, these leaders may inspire team success.

Implication. This issue places a focus on the strategic value of helping teachers and encouraging them to earn higher degrees. In addition to how their further education helps leadership, mentoring, and general school development, this topic also highlights the impact that their education has on the school's overall growth. Also, this issue shows the many methods in which these teachers have received further education.

As a result of the fact that they carry with them a greater amount of knowledge and skills that may be of great aid to the leadership of the school, the capabilities of teachers who are enrolled in master's and doctorate programs are greatly increased. Specifically, this is because these educators bring with them fresh information and abilities. Because they have obtained an education, they are equipped with advanced leadership approaches and strategies, which may boost the capability of the school head to successfully manage and guide the institution. This is because they have received an education.

Essence. It is essential that financial assistance be provided to teachers pursuing postgraduate degrees to increase leadership, mentoring, and general school development skills. This problem highlights the need to provide such assistance. The action in question is one that ought to be taken. The school head can create a more productive and collaborative school environment that is to the advantage of the learners, the teaching staff, and the institution by using the skills and knowledge of teachers who have acquired postgraduate degrees. This is to the benefit of the institution. Because the school head can make use of the skills and knowledge of the teachers, this is something that can be accomplished.

Sub-Theme 2.4. Influence of Instructional Leadership. Instructional leaders shape the learning environment and methods, affecting teacher attitudes and student performance. Instructional leadership improves teacher performance and attitudes (Leithwood et al., 2020). Motivated and engaged teachers boost teaching and student outcomes (Robinson et al., 2021). Instructional leaders who establish standards, provide professional development, and support improve teacher and student performance.

Implication. This subject draw attention to the relationship that exists between experiences in instructional leadership and the influence that these experiences have on the attitudes of the teachers as well as the performance of the learners. To be more precise, this topic discusses the impact that these experiences have on the performance of the learners.

Some of the actions that teachers do are beneficial to their learners. Teachers' attitudes toward the job that they undertake daily are positively impacted by the instructional leadership methods that are implemented by the school head. This is because the school head is responsible for putting these strategies into action. A supportive atmosphere is created when instructional leadership is handled with expertise. This not only boosts the morale of the teachers but also raises their motivation, which is a win-win situation. This is because the instructional leadership was responsible for creating the climate. There is a correlation between instructors having the sense that they are being supported and led and the possibility that they would approach their duties with a good attitude. Consequently, this may lead to improved work satisfaction and devotion to the employees.

Essence. The continuous support and development that is made available via instructional leadership contributes to improvements that are maintained in both the performance of teachers and the results that are apparent in their students. These improvements are maintained in both areas. It is the responsibility of the school head to fulfill this task to guarantee that the good impacts will continue to be helpful throughout time and will be of continuous benefit consistently. It is essential to maintain high morale among the teaching staff to accomplish this goal. Additionally, it is crucial to continually improve the different instructional procedures.

Sub-Theme 2.5. Effective Implementation and Support. Effective implementation and support through need-based professional development and collaborative decision-making necessitate program customization and shared responsibility. Need-based professional development fills educator knowledge and ability gaps (Darling-Hammond, 2021). Including stakeholders in development project planning and execution improves buy-in and ensures school-specific solutions (Honig & Coburn, 2021). These techniques align resources and efforts with needs and foster ownership and engagement for better professional development.

Implication. Examining the ways in which targeted professional development and inclusive decision-making processes contribute to the effective execution of programs and the smooth operation of commercial enterprises and educational institutions is the objective of this topic.

The integration of innovative programs and initiatives is managed with meetings that are both planned and strategic. This is how the processes of implementing innovative programs and initiatives are handled. SLAC, which stands for School Learning Action Cell, and INSET, which stands for In-Service Training, are two examples of such gatherings. With these platforms, teachers are provided with the ability to engage in more in-depth discussions and comprehension of newly implemented programs. This helps to lessen the possibility of potential difficulties and guarantees that the implementation process is carried out without any hiccups. At these sessions, the school head can address new software implementations, which helps to reduce the likelihood of misunderstandings and encourages the execution of tasks in an orderly fashion.

It is essential to work with Educational Supervisors to ensure that the school's efforts are in accordance with bigger educational policies and standards. This goal is possible by including Educational Supervisors or EPS (Education Program Supervisors) from the division office into meetings of the Student Learning and Assessment Committee (SLAC) or the INSET.

The school can get guidance and feedback because of this cooperation, which in turn boosts the validity and effectiveness of the programs that it provides to its students. Furthermore, it contributes to the preservation of openness and the fulfillment of educational objectives, which are both important benefits.

Essence. The school head should be able to effectively manage professional development and program implementation, which reduces the likelihood of disruptions and ensures that new initiatives are seamlessly integrated into the school's operations. By this proactive technique, it is possible to avoid any disruptions that may occur among the instructors. Additionally, this strategy makes the process of implementation more organized and effective.

Sub-theme 2.6. Feedback and Classroom Observations as Tools for Evaluating. Assessment of school head professional progress requires feedback and classroom observations. School heads employ professional development programs in their jobs according to surveys, interviews, and focus groups (Guskey, 2020). Leadership, instructional support, and school administration changes following professional development may be assessed in classroom observations (Kim & O'Day, 2020). These tools evaluate subjective experiences and quantitative performance data to inform development decisions.

Implication. When determining whether instructional leadership is effective in encouraging professional development among teachers, this subject emphasizes the use of feedback and classroom observations as effectiveness measures.

The evaluation of teachers through performance evaluation is important in understanding how effective they are in delivering lessons and deciding how to apply new strategies. These assessments could give information on the degree to which teachers are effectively implementing professional development into their day-to-day teaching and the extent to which it adds to the learning of their learners.

Essence. The assessment process is comprised of a variety of elements, including feedback, classroom observations, and performance evaluations, with the objective of determining whether instructional leadership is effective in promoting professional development. It is possible for the school head to ensure that the efforts put into professional development translate into real changes in teaching practices and educational outcomes by focusing on how teachers implement new strategies and the influence that this has on the performance of the learners. This is something that can be done by focusing on how teachers implement new strategies.

Theme 3. Designing A Professional Development Plan

A study may uncover teacher and school head needs, gaps, and growth opportunities for professional development. Skills shortages, impediments, and effective professional development methods are found in research (Guskey, 2020). These research results help concentrate and relevance the development strategy, addressing real needs and utilizing proven methods (Kennedy, 2019). This ensures that professional development programs are evidence-based and tailored to participants, improving their effectiveness and impact.

Sub-Theme 3.1. Fostering A Supportive and Inclusive Environment. Valuing and fostering continued learning and providing fair access to opportunities is essential for school heads' continuing professional development. This strategy incorporates constructive criticism, recognizing individual learning needs, and customizing professional development courses to diverse experiences and backgrounds (Wang & Spalding, 2019). School leaders form a community of practice in supportive settings that promote collaboration and learning (Smith & Ingersoll, 2020). Diversity and support may help all school leaders grow professionally and contribute to their institutions.

Designing a professional development plan for school heads based on recent research highlights key components and strategies that enhance the effectiveness of leadership in supporting teacher development. Leithwood and Sun (2020) suggest that a successful professional development plan for school heads should incorporate strategies for creating a supportive culture for ongoing teacher learning, which includes allocating resources and fostering collaboration. Their review highlights the importance of structured planning and ongoing support as foundational elements. Darling-Hammond, Hyler, and Gardner (2020) further emphasize that professional development programs should be tailored to meet the specific needs of school leaders, ensuring they can effectively advocate for and implement teacher development initiatives. Similarly, Hallinger and Heck (2019) advocate professional development that includes evidence-based practices and leadership training to enhance principals' abilities to support their teachers.

On the other hand, Vangrieken et al. (2019) suggest that a comprehensive professional development plan should account for varying levels of emphasis on collaborative versus individual learning approaches among school heads. They propose integrating elements that promote collaboration among leaders to share best practices and strategies. Guskey and Yoon (2021) highlight the need for professional development programs to include components that address different leadership styles and contextual factors, which can significantly impact the implementation and outcomes of teacher development efforts. Frost and Harris (2020) also point out that professional development plans should offer flexibility to accommodate different leadership styles and institutional needs. By incorporating these insights, a professional development plan for school heads can be designed to enhance their effectiveness in supporting teacher growth, addressing both common goals and contextual differences.

Implication. Emphasis on the strategies that the school head uses to achieve the goal of creating an environment that is encouraging and supportive of teachers and encourages them to participate in continuing professional development.

The school administrator demonstrates empathy by paying great attention to the needs of the teachers and immediately adopting any steps that are necessary. In addition, the school head helps the teachers. It is the school head's responsibility to ensure that teachers have access to the resources they need to cultivate an environment in which teachers can feel valued and are motivated to work to the best of their ability.

It is vital to build a communication channel open to facilitate relationship development. Communication that is open must also be established. It is the school head's responsibility to cultivate an atmosphere that is favorable to discourse by encouraging teachers to talk about their opinions and concerns. The teachers get the impression that their opinions are being taken into consideration and appreciated because of this open communication, which helps to foster a sense of trust and belonging among them. The school head is responsible for establishing a working environment favorable to cooperation and positivism. This is accomplished by treating teachers as members of a supportive "family" inside the school institution.

Essence. The school head adopts a variety of strategies to foster continuous professional development. Some of these strategies include empathy for the requirements of teachers, facilitating open communication, promoting collaborative input, and responding promptly to requests. Through the cultivation of an environment that is welcoming and supportive of all people, the principal of the school has the potential to enhance the motivation, engagement, and overall performance of teachers in the execution of their duties.

Sub-Theme 3.2. Frequent Communication and Motivational Support in Cultivating a Sustainable Professional Development Culture. A sustainable primary professional development culture involves regular communication and motivation. Keeping stakeholders informed about development goals, progress, and expectations promotes cooperation (Louis, 2019). Motivational assistance acknowledges achievements, overcomes challenges, and promotes professional growth (Ziegler, 2021). These actions create a learning-focused culture that helps school leaders grow and remain.

Implication. This issue lays an emphasis on the need to maintain regular contact and provide encouraging support throughout the process of establishing and sustaining a successful culture of professional development inside an educational institution. This is because this issue places an emphasis on the necessity of maintaining frequent contact.

It is significant that the school head and the instructional staff keep lines of communication open and maintain regular connections. This ongoing communication helps to form strong links, contributes to the building of trust, and ensures that the administration and

teachers are on the same page regarding the aims and expectations of the school through which they participate. As a result of this, it is possible to have continuous feedback and assistance, both of which are quite important for the successful growth of a professional career.

Essence. The ability of the school head to communicate often and to provide help that is inspiring is an essential component that plays a significant role in the accomplishment of professional development inside an institution and in the preservation of that successful growth over the course of time. A culture of continuous growth and professional excellence is developed because of these traits, which provide a caring atmosphere in which teachers are encouraged to learn, discover new possibilities, and achieve their own potential. This provides an environment in which instructors may fulfill their own potential. A caring atmosphere is created because of these features, which contribute to the development of this culture.

Proposed Professional Development Plan

A thorough professional development plan that considers every aspect of instructional leadership that the research study "Instructional Leadership Experiences of School Heads: A Phenomenological Study" discovered might be created. The research project's conclusions would serve as the foundation for this strategy. This plan would be developed with the research study's objectives in mind. It is appropriate to consider if this idea might be put into practice. The goal of this technique has been stated to be to assist school heads in developing their leadership abilities, creating a pleasant school atmosphere, and managing their staff more expertly. Assisting the person would be one method of doing this. The method must consider the precise criteria that the investigation discovered. It is also critical to use instructional leadership techniques that have been shown to work best (Jennings,2019).

Suggestions are requested as a professional learning and development plan is being designed.

1. Education and Training in Resilience and Mental Readiness are Crucial for Individuals in Leadership Roles within an Organization.

The strategy must include training modules designed specially to support the growth of mental readiness and resilience. This is particularly true considering how much weight the research places on the emotional and psychological responsibilities associated with leading the school. These training modules need to be included in the plan while this is being considered (Long & Gibbons,2021). These sessions must include a wide range of topics, such as stress management, emotional stability, and building a network of supporting leadership. School administrators who enroll in this course will be better able to balance the demands of their professions with their personal health. These two elements are essential to the overall efficiency of the company and are what distinguishes school administrators as strong leaders (Leighwoods, 2019).

2. The Creation of Balanced and Successful Leadership Techniques

The study's conclusions emphasize the need for properly balancing zeal with prudence to get the desired results. For this reason, professional development programs such as these must contain lectures on risk management, leadership motivation, and the process of making strategic decisions. These workshops aim to provide school administrators with the information they need to make informed choices and supply their staff with necessary tools. They will thus be able to achieve these two objectives (Robinsons, et. al, 2020). The curriculum will include case studies and scenario-based training as an extra component to provide learners with a realistic understanding of the difficulties in striking a balance between these two facets of leadership.

3. The Focus of the Educational and Instructional Sessions will be on the ability to innovate and adapt.

The strategy must include seminars that emphasize the need for creativity and the acceptance of unexpected possibilities to handle the dynamic nature of school leadership and the need to be ready to adapt. It is necessary to provide these lectures to meet the need for situational adaptability. These seminars should include strategies for fostering a creative culture, handling change, and turning unexpected setbacks into teaching opportunities. These are subjects that need discussion. If school administrators are encouraged to engage with new educational trends and technology, they may enhance their instructional leadership and become more flexible in response to shifting conditions. The following approach may help school administrators become more adept at adapting to changing conditions. If they can do so, school administrators may find it beneficial to refine their instructional leadership abilities (Darling-Hammond, 2019).

Because of the unique circumstances in which they work, school administrators encounter a variety of obstacles. For this reason, the plan must contain programs designed specifically for their professional development. This will make it possible for the plan to immediately handle any problems that school officials could have. This is because it is likely that administrators of educational establishments will encounter several difficulties. These programs may include peer networking groups, mentoring, and specific training catered to the need of school heads in diverse situations. These elements may be included in these apps' designs. School administrators will get help creating solutions pertinent to the unique circumstances in their respective institutions when they use these tools (Hargreaves, 2020).

It is critical to keep in mind that the professional development plan must place a high premium on reflective practice and ongoing education. To summarize, this is the last element that must be considered. Attending industry conferences and seminars regularly, together with using chances for peer appraisal and observation, might help accomplish this. School administrators will find it simpler



to keep current on the instructional leadership strategies that have been shown to be the most effective as well as to continually improve their abilities since they will be encouraged to participate in continuing learning and reflection. This is because they will have more opportunities to use their skills. They will thus find it simpler to maintain their current skill level throughout their careers. By integrating reflective practice into their daily routine, they will advance their personal development and become great instructional leaders. This might be explained by their capacity to accelerate the development of more skilled instructional leaders. Since it will promote their own growth, this will be the case.

This professional development plan was created to address the most important discoveries made during the investigation into the experiences of school administrators functioning as instructional leaders. This probe was centered on the school officials. The aim of this study was to compile data about the experiences of school administrators. The method's special goal is to help school administrators by enhancing their abilities create extremely beneficial and effective learning environments. Resilience, balanced leadership, adaptability, targeted development, and continuous learning will be employed to accomplish this goal. Achieving this aim requires emphasizing certain traits. It is anticipated that using this technique would help instructional leadership advance more broadly and help school administrators effectively carry out their responsibilities. This is mostly because it will enable them to handle their tasks with more competence (Schon, 2020).

Rationale

Instructional leadership plays an important role in developing the professional development of teachers, particularly in senior high schools, where progressing educational demands require continuous improvement in teaching practices. School heads, as instructional leaders, are not only responsible for establishing academic goals but also for creating an environment that fosters professional growth among teachers. Through collaborative practices, such as instructional walkthroughs, school heads can provide meaningful support by identifying teachers' needs and offering timely feedback that aligns with school improvement goals. School heads who actively support teachers through coaching, mentoring, and facilitating workshops promote a culture of continuous learning and innovation. This strategy between instructional leadership and teacher development ultimately leads to improved teaching strategies, better learner outcomes, and a stronger school environment in senior high schools.

Objectives

This proposed professional development plan aims to achieve the following:

To identify the areas of concern in instructional leadership of the school heads in supporting teachers' professional development among senior high schools

To plan effective strategies in order to sustain and develop further on the implementation of professional development plan.

To utilize the proposed Professional Development Plan for effective implementation.

Table 1. *Proposed Professional Development Plan*

| <i>Areas of Concern</i> | <i>Objectives</i> | <i>Suggested Activities</i> | <i>Person Involved</i> | <i>Source of Budget</i> | <i>Success Indicator</i> |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------------------------------------------------------------------------------------------------------|
| Professional Development for School Administrators | Identify challenges faced by school heads in instructional leadership | Organize roundtable discussions and case study analysis | School Heads | Institutional support | Insight into common leadership challenges across different schools |
| | Develop recommendations for improving instructional leadership | Host workshops or brainstorming sessions with school leaders | Teachers | Department of Education | Teacher leaders actively mentor peers, and collaborative learning sessions. |
| | | | School Heads | Institutional support | Research-based practices are instructed and applied to improve teaching strategies and learner outcomes. |
| | Provide school heads with the skills and knowledge to effectively manage professional learning communities. Facilitate interschool visitations for school heads, providing opportunities to share challenges, | Initiate research-based practices to enhance teaching and learning outcomes within the school community. Organize school visits for heads to observe innovative practices and reflect on potential applications in their own schools. | School Heads | Institutional support | Innovative practices are adopted and implemented based on insights gained from visitations |
| Teachers | | | Department of Education | | |
| Areas of Concern | Objectives | Suggested Activities | Person Involved | Source of Budget | Success Outcome |
| | Identify balanced | Conduct semi- | School | Institutional | A comprehensive list of |



| | | | | | |
|---------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Professional Development for Teachers | leadership techniques utilized by school heads | structured interviews to understand their leadership strategies. | heads | support | balanced leadership techniques documented |
| | Develop a framework for successful leadership that balances administrative and instructional roles | Host workshops and focus group discussions to develop a leadership framework. | School heads | Department of Education Institutional support | PD activities align with identified teacher needs, with positive feedback on their relevance and effectiveness. |
| | Involve teachers in the process of planning by listening to their inputs through surveys. | Conduct surveys to identify teachers' professional development needs, interests, and challenges. | School heads | Department of Education Institutional support | Most of the teachers participate in the professional development plan survey. |
| | Promote best practices in instructional leadership across schools. | Organize conferences and publish findings on balanced leadership techniques. | School heads, Teachers | Department of Education Institutional support | Increased adoption of effective leadership practices across schools. |
| Promoting Innovation Strategies | Incorporate learners' feedback through instructional walkthrough. | Conduct walkthroughs focusing on learning experiences, and discussions with learners' perspectives. | Policy makers, School heads, Teachers, Learners | Department of Education Institutional support | New innovative strategies are developed and implemented based on insights from learners' input. |

Conclusions

One thing that is consistent across both experiences is the importance that both encounters put on being mentally prepared, as well as the delicate balance that exists between enthusiasm and caution. This is a common thread that runs through both experiences. There is a common thread that runs through each of these situations, and that is the importance of being well-prepared. In general, the administration of schools recognizes that the management of psychological and emotional stress is essential for the maintenance of a pleasant school environment. Additionally, they accept that this management is important. One of the most common misconceptions held by those who work in school administration is expressed here. This recognition may be seen in a wide range of diverse contextual contexts, which is achievable.

Another issue that must be addressed is the need to strike a balance between one's desires and one's prudence. This is a problem that persists and needs to be addressed. This is a tricky situation that occurs on a regular basis. That they can inspire and encourage their employees while making decisions that are well-informed and encourage growth, and consistency is a credit to the leadership they possess. The fact that they have reached this balance, which allows them to carry out both operations in a more effective manner, is the reason for this. These similarities draw attention to important characteristics of effective leadership that remain consistent regardless of the circumstances. These characteristics are crucial for successful leadership. The fact that this is the situation is something that must be brought to your attention since it is essential to state anything.

There are a few examples in which the individual distinctions in their experiences are the consequence of the one-of-a-kind opportunities and challenges that are presented to them because of the various circumstances in which they find themselves. For instance, it is conceivable that some school heads could be presented with a higher number of unexpected possibilities or a variety of different sorts of pressures because of the environment or location of their schools. This might be the case because their schools are in different areas. There is a likelihood that the contextual differences that exist between them will influence the way in which they approach the development of their professional careers and leadership. In addition, the degree to which school administrators are committed to their own personal and professional growth varies. This reflects the reality that various people have diverse leadership styles and objectives, which reflects the fact that school administrators themselves are individuals. The extent to which school administrators are interested in improving themselves is another issue that varies and might be considered. Furthermore, this is shown by the degree to which school administrators are dedicated to the growth of their respective institutions. When these one-of-a-kind attributes are considered, it sheds light on the flexible nature of leadership and brings to light the need to change one's approach to the specific situations that are now being met for the first time.

If the study results are considered, it is feasible to construct a professional development plan for school administrators that considers both the general and aspects of their experiences. This plan would be called a "School Head Professional Development Plan." This can be accomplished. On the other hand, there is an option that may be used. It is vital for the plan to include components that focus on

mental health aid to help school administrators manage the psychological demands associated with their profession. This is because school administrators are responsible for managing stress and anxiety.

In addition to this, it should include training that focuses an emphasis on finding a balance between enthusiasm and caution to achieve the goals that are supposed to be achieved. School heads will be able to guarantee that they are ready to offer their staff members encouragement while also making judgments that are in the best interest of the institution if they proceed in this way. It is possible to provide school administrators with opportunities to deal with unforeseen challenges and obligations to foster adaptability and solve problems proactively. This is anything intended to be done to foster the growth of these positive characteristics. The provision of changes of this kind could prove to be beneficial since this is a possibility.

Furthermore, the plan for professional development must include tailored modules that are prepared to correlate with certain aspects of the setting in which they are being implemented. It is imperative that this be done. A good illustration of this would be the creation of specialized seminars or mentorship programs with the intention of addressing the unique challenges that school administrators face in a few different work environments. It would be feasible to create solutions to the challenges discovered if designed in this way. It is feasible that the incorporation of elements of personal and professional development might enhance the ability of school administrators to enhance their own performance and to cultivate a culture of improvement within their own schools. This would be a positive development. Among these elements are opportunities for ongoing education and guidance for leadership development activities.

To get at the conclusion that the road that school heads take to aid the development of teachers is distinguished by experiences that are both like and distinct from one another, I want to achieve this conclusion. Getting to this point is the outcome that I want to achieve. Considering all these similarities and differences, it is feasible to design a comprehensive professional development plan that will aid school administrators in effectively managing their work. This plan will help school administrators manage their jobs more efficiently. School administrators will find this technique useful in the context of work management since it is a work management strategy. Developing the leadership skills of school administrators and contributing to the ongoing expansion of educational institutions are both goals that are attainable and may be accomplished using certain strategies. At the same time as it is essential to address common problems, it is also essential to tailor help to specific situations to achieve this purpose so that it may be achieved.

As a conclusion, the experiences that school heads have had in aiding teachers with their professional progress lead to a complicated interaction between traits such as resilience, passion, adaptability, and dedication. This interaction results in a complex relationship between the characteristics. That they can cope with mental and emotional problems, that they are able to maintain a healthy balance between fervor and prudence, that they are able to seize possibilities that were not expected, and that they are able to drive continual growth are all elements that contribute to their leadership. You will be able to have a better knowledge of the essential features and practices that foster both the sustained success of educational institutions and strong school leadership if you begin to build an awareness of these characteristics. By doing so, you will be able to get a deeper understanding of the connection that exists between the two.

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