

Mediating Effect of Supportive School Culture on Affectionate Leadership Styles of School Principal and Teachers' Professional Endeavour



A THESIS
Presented to
the Faculty of Graduate School
RIZAL MEMORIAL COLLEGES
Davao City

In Partial Fulfillment
of the Requirements for the degree
MASTER OF ARTS IN EDUCATIONAL MANAGEMENT

AMIE A. LAGUNASO

AUGUST 2023

ABSTRACT

The current study aimed to evaluate whether supportive school culture mediate the relationship between affectionate leadership styles of school principals and teachers' endeavor. In this study, the researcher selected the 200 public elementary school teachers in Matanao District II, Division of Davao del Sur as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation, and Path Analysis using Mediation Approach. Findings revealed that affectionate leadership styles of school principals, teachers' endeavor, and supportive school culture in Matanao District II, Division of Davao del Sur were described as extensive. Further, correlation analysis demonstrated that there is significant relationship among affectionate leadership styles of school principals, teachers' endeavor, and supportive school culture in Matanao District II, Division of Davao del Sur were described as extensive. Evidently, Path Analysis using Mediation Approach proved that supportive school culture partially mediate the relationship between affectionate leadership styles of school principals and teachers' endeavor in Matanao District II in Davao del Sur. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords:- Educational Management, Affectionate Leadership Styles of School Principals, Teachers' Endeavor, Supportive School Culture, Philippines

ACKNOWLEDGMENT

This thesis would not have been possible without the guidance and help of several individuals who in one way or another contributed and extended their valuable assistance in the preparation and completion of this study:

To Dr. Pablo F. Busquit, the Dean of Graduate School, for giving the opportunity to the researcher to experience and allowing the researcher to conduct her study;

To her supportive adviser, Dr. Cindy B. Rosil, for patiently checking and correcting her thesis all throughout this research work;

To the members of the panel, Dr. Marciano B. Melchor, Dr. Evelyn A. Magno, Dr. Remigilda D. Gallardo, and Dr. Maylin M. Blancia, who extended their efforts to guide and encourage the researcher to do her best in her research study;

To Dr. Lilibeth B. Torres, Matanao II District Supervisor, for providing the researcher with the opportunity to conduct her research at Matanao II;

To her family, especially her kids, for being her inspiration in completing this study, as well as the moral and spiritual support they rendered to the researcher.

To her workmates, for their unending support just to finish this study and for encouraging her in times of difficult situations;

To the Graduate School Department of Rizal Memorial Colleges Inc., for molding the professional minds and character of its students; and most importantly, to God for providing the knowledge, understanding, wisdom, and love.

ALA

Ethics Compliance Certificate

DEDICATION

The researcher is dedicating this thesis work to God almighty her Creator, her strong pillar, source of her strength throughout the graduate school journey, power of mind, protection, and skills.

She also dedicates this work to her parents who have believed in her to finish what she has started. It is their unconditional love that motivates her to set higher targets.

To her husband Abriel, who is always there to understand her. Her children Akeisha and Avrielle who have been her number one cheerleader throughout the entire masteral program. A special dedication is for her daughter who passed away while she is still in her master's journey. She considered her daughter as one of her wings in guiding her to success of this study.

Amie

| Table of Contents | | | |
|--------------------------|--|--|------|
| | | | Page |
| Title Page | | | 3186 |
| Abstract | | | 3187 |
| Acknowledgement | | | 3188 |
| Dedication | | | 3189 |
| Table of Contents | | | 3190 |
| List of Tables | | | 3191 |
| List of Figures | | | 3192 |

| CHAPTER | | | |
|-------------------|---|--|------|
| 1 | The Problem and its Setting | | 3193 |
| | <i>Review of Significant Literature</i> | | 3193 |
| | <i>Theoretical/Conceptual Framework</i> | | 3199 |
| | <i>Statement of the Problem</i> | | 3200 |
| 2 | Method | | 3202 |
| | <i>Research Design</i> | | 3202 |
| | <i>Research Respondents</i> | | 3202 |
| | <i>Research Instruments</i> | | 3202 |
| | <i>Data Gathering Procedure</i> | | 3203 |
| | <i>Ethical Consideration</i> | | 3203 |
| | <i>Data Analysis</i> | | 3204 |
| 3 | Results and Discussions | | 3206 |
| 4 | Conclusions and Recommendations | | 3215 |
| REFERENCES | | | 3217 |
| APPENDICES | | | 3221 |

| LIST OF TABLES | | |
|-----------------------|---|-----------------|
| Table | Description | Page No. |
| 1 | <i>Affectionate Leadership Styles of School Principals in Terms of Creating a Listening Culture</i> | 3202 |
| 2 | <i>Affectionate Leadership Styles of School Principals in Terms of Self-Leadership Skills</i> | 3203 |
| 3 | <i>Affectionate Leadership Styles of School Principals in Terms of Empower Others to Make Decisions</i> | 3203 |
| 4 | <i>Affectionate Leadership Styles of School Principals in Terms of Building Resilience</i> | 3207 |
| 5 | <i>Affectionate Leadership Styles of School Principals in Terms of Involve Others</i> | 3208 |
| 6 | <i>Affectionate Leadership Styles of School Principals in Terms of Lead the Whole Person</i> | 3208 |
| 7 | <i>Affectionate Leadership Styles of School Principals in Terms of Look for the Greatness of Others</i> | 3209 |
| 8 | <i>Affectionate Leadership Styles of School Principals in Terms of Make Others Feel Important</i> | 3209 |
| 9 | <i>Affectionate Leadership Styles of School Principals in Terms of Provide Others Safe Spaces</i> | 3209 |
| 10 | <i>Summary on Affectionate Leadership Styles of School Principals in Matanao District II, Davao del Sur</i> | 3210 |
| 11 | <i>Teachers' Professional Endeavour in Terms of Planning</i> | 3210 |
| 12 | <i>Teachers' Professional Endeavour in Terms of Instruction</i> | 3211 |
| 13 | <i>Teachers' Professional Endeavour in Terms of Management</i> | 3211 |
| 14 | <i>Teachers' Professional Endeavour in Terms of Assessment</i> | 3212 |
| 15 | <i>Summary on Teachers' Professional Endeavour in Matanao District II, Davao del Sur</i> | 3212 |
| 16 | <i>Supportive School Culture in Matanao District II, Davao del Sur</i> | 3212 |
| 17 | <i>Relationship among Affectionate Leadership Styles of School Principals, Teachers' Professional Endeavour, and Supportive School Culture in Matanao District II, Davao del Sur</i> | 3213 |
| 14 | <i>Mediating Effect of Supportive School Culture on the Relationship Between Affectionate Leadership Styles of School Principals and Teachers' Professional Endeavour in Matanao District II, Davao del Sur</i> | 3214 |

| List of Figures | | | |
|------------------------|--|--|-------------|
| Figure | | Title | Page |
| 1 | | <i>Conceptual Framework of the Study</i> | 3200 |
| 2 | | <i>Mediation Model</i> | 3214 |

CHAPTER ONE

THE PROBLEM AND ITS SETTING

In the current educational set-up, affectionate leadership has a profound impact on creating a positive and supportive environment that directly influences both the emotional and professional aspects of teachers' lives. Affectionate leaders prioritize the well-being of their teachers. By demonstrating care, empathy, and support, they create an environment where teachers feel valued and understood. When teachers feel emotionally supported by their principals, they experience higher job satisfaction. Knowing that their efforts are recognized and appreciated fosters a sense of fulfillment, which in turn contributes to their overall job satisfaction. Thus, this research provides a comprehensive view of the factors that contribute to teachers' professional endeavors. It considers not only the direct influence of affectionate leadership but also the crucial role played by the overall school culture in shaping teachers' experiences and outcomes.

Loving leadership methods and the encouragement from leaders are linked to numerous beneficial results for teachers and other stakeholders (Nishioka, 2019). Wallace and Chhuon (2014) suggest that showing affection can help people feel understood and connected, leading to a sense of belonging and trust within relationships. It has the ability to foster inclusion, dedication, and favorable mental states like self-image, confidence, and effectiveness, along with drive, perseverance, and adaptability. In addition, Scanlan and Lopez (2012) noted that caring can bring services and provisions to stakeholders that can help address their needs and concerns and help them achieve their objectives.

Several studies indicated significant linked between caring school leadership and professional endeavor among teachers. For instance, Louis et al. (2016) found that affectionate leaders create a positive and supportive environment where teachers feel valued and cared for. This can lead to improved teacher well-being, reduced stress, and increased job satisfaction. Also, Rivera-McCutchen (2014) found that affectionate leadership fosters trust and open communication between principals and teachers. When teachers feel comfortable approaching their leaders with ideas, concerns, or challenges, it promotes a culture of collaboration. This collaborative environment can lead to more effective problem-solving and innovative teaching approaches.

Reports showed that professional development seminars conducted in online modality become less effective among educators in some Asian countries (Lestari & Gunawan, 2020). More so, Watermeyer, Cramp, Knight, and Goodall (2020) detailed a study from 1,148 instructors in instructive educate within the Joined together Kingdom that the online relocation is causing noteworthy dysfunctionality and unsettling influence to their educational parts. On the other hand, Basilaia and Kvavadze (2020) conducted a case consider in Georgia. The Google Meet stage was executed for online program for proficient and individual advancement. The comes about shown that the speedy move to the online shape of education went unsuccessful which picked up involvement can be utilized within the future.

Adding further, Putra et al. (2020) reported that school teacher difficulty in learning from home caused a lack of literacy coffers, similar as not penetrating the Internet. In Cyprus, Souleles, Laghos, and Savva (2020) believed that e-learning isn't an add-on to being tutoring practices and professional development and the necessity of taking correctional distinctions into account. Indeed, while it's a vital step, furnishing hastily organized shops to close preceptors' skill gaps cannot take the place of ongoing training in both the pedagogical and technological disciplines.

In the Philippines, De Guzman (2021) detailed that the Office of Instruction (DepEd) conducted a three-day webinar has been organized for open school instructors to help them keep up with the requests of the modern typical through free proficient improvement preparing outlined to give instructors with basic information and abilities on advanced proficiency, mixed learning, and 21st century learning strategies.

While it's established that a supportive school culture can mediate the effects of leadership on teachers' outcomes, there might be a gap in understanding the specific ways in which a supportive culture mediates the influence of affectionate leadership. For example, how does a supportive culture translate affectionate leadership behaviors into tangible support for teachers' professional growth. Thus, exploring these mechanisms can provide deeper insights. Therefore, the need exists for greater study in this area. In this study the researcher made use of quantitative research design, specifically, path analysis utilizing mediation approach to understand the mediating effect of supportive school culture on affectionate leadership styles and teachers' professional endeavor which is found to be scarce.

A. *Review of Significant Literature*

This area gives the discourses of variable and its pointers. The dialogs of the concepts, thoughts and perspectives from different creators were taken from distinctive books, diary and electronic.

➤ *Supportive School Culture*

Supportive school culture refers to the state that motivates individuals to advance a sense of self-discovery and gather association, empowering individuals to specific their convictions and values, as well as build relationships with others (Giacometti, 2005). In a study conducted by Kundu and Lata (2017), 80% of working people they're looking for a moved forward environment to work. As a result, in a fruitful working community, business assets are highlighted which will help workers adapt with expanded requests at work and, in turn, fortify connections interior the work environment. Since clearing out an organization would be related with give up, agreeing to the thought of embeddedness, a positive work environment is critical in anticipating turnover. This can be since feeling esteemed and connected by the work environment community increments ties interior the organization (Rossi, 2018).

On one hand, a study by Djonko-Moore (2015) suggested that school culture in terms of teachers' perceptions of student behavior, school administration, and degree of autonomy within a school predict teachers' decisions to change schools or quit. In fact, a study by Klassen and Chiu (2011) result showed that students' behavior and organizational policies has been shown to be a potent motivational force associated with commitment to teaching and (inversely) to quitting intention.

On the other hand, Lucy (2018) claimed that building up great elective certification programs, fortifying working conditions, giving instructors a part of independence and regulatory bolster, and conducting customary, continuous assessments of their adequacy as instructors all contribute to improving teachers' want to remain within the field for a long time offer assistance make strides teachers' willingness to stay within the calling for a long time. With these intercession programs, modern instructors may effortlessly overcome sentiments of confinement, obtain a sense of community security, and create proficient competence which help improve their sense of eagerness to remain within the calling (Gu & Day, 2014). Thus, it is basic that educator arrangement programs, school locale chairmen, and policymakers get it how these components impact educator maintenance (Sass, Flores, Claeys, & Perez, 2012).

In addition, Imig (2016) denoted that the cost of losing teachers who quit their jobs or transfer to other schools is shared by the students who miss out on the invaluable experience of learning from a more seasoned instructor and the districts and schools that have to find and educate new instructors to take over for the outgoing instructors.

By disrupting relationships between teachers and students, those who leave the profession break up the coherence of education communities, DeAngelis, Wall, & Che, 2013). In expansion, instructors clearing out the calling moreover dissolves collegiality; jeopardizes believe among instructors; and cuts into profitable information approximately methods, educational modules, and culture. As proposed by Ronfeldt, Lankford, Loeb, and Wyckoff (2011) without believe, instructors are less likely to require on administration parts, collaborate, or frame learning communities.

Meanwhile, Temli- Dumus, (2016) stated that the motivated teachers attract students attention and keep them on tasks. Guidelines supervision includes moving around the classroom to watch understudies closely, locks in understudies in scholarly exercises, inquiring questions and utilizing both verbal and non- verbal educating strategies to guarantee that understudies are paying unified consideration and taking more from the lesson than basic actualities (Obot, 2010).

➤ *Affectionate Leadership Styles*

Affectionate leadership style is defined by van der Vyver et al. (2014) as leadership that itself is caring, that cultivates caring communities in schools, and that develops contexts of caring beyond the school. In line with this, caring leadership also closely relates to the notion of servant leadership. Eva et al. (2019) said that worker authority includes a double reason, to be specific the personal development of laborers and the change within the quality of care in organizations. Appropriately, this double request can be met by a combination of cooperation and community, individual inclusion in choice making and moral and caring behavior.

In schools, authority and the back it causes are related with numerous positive results for understudies (Nishioka, 2019). Concurring to Wallace and Chhuon (2014) caring can contribute to a sense of being known and to assumptions of having a put and social acceptance, among other points of social integration. It can progress consolidation, commitment, and positive mental states, such as self-concept, respect, and reasonability, as well as motivation, diligence, and quality. In expansion, Scanlan and Lopez (2012) famous that caring can bring administrations and arrangements to understudies that can help address their needs and concerns and letting them accomplish their goals. Moreover, Lasater (2016) depicted caring can energize engagement in school and can advance understudy learning and well-being. Critically, the involvement of caring can too advance extra caring.

Meanwhile, Cunningham and Groom (2018) mentioned that the role of the principal is important because caring principals contribute to the taking of ownership and high levels of commitment on the part of teachers. As noted by Ingersoll et al. (2014) teachers working under caring principals experience higher morale and higher levels of job satisfaction, which in turn influence their quality of working life. Accordingly, a caring principal contributes to enhanced parental involvement in schools, and decisions taken are more likely to be directed by an ethic of care. A positive teaching-learning environment is established, and the organizational citizenship behaviour of teachers is enhanced, all of which may lead to teachers putting in greater effort and to spend more time on their work. Hence, van der Vyver et al. (2014) suggested that for the caring role of the principal to be actualized, a

management/leadership approach should be followed where the people within the organization are regarded as important and not only the skills and knowledge they can offer.

Furthermore, according to Bouchard and Berg (2017), school leadership includes creating networks of relationships outside of the classroom and influencing institutional settings and policies that have an impact on student wellbeing and school-based care. Building connections with families and other community resources that support the school and the children is a crucial part of the job of school administrators (Chiu et al., 2016). School leaders' interactions with families and community organizations can promote compassion in a number of ways, according to Kashyap and Rangnekar (2016). It may draw on valuable sources of knowledge about kids, their circumstances, and their wants and worries in order to inform school-based care. Louis et al. (2016) also pointed out that school administrators could be able to enhance students' entire network of care by combining in-school and after-school care providers. Finally, in order to improve family care, school administrators can create partnerships for family education.

On a study conducted by Louis et al. (2016) that utilizes a study of teachers in 134 schools which measure central caring and understudy scholarly back were created and related conceptual system and understudy accomplishment utilizing relapse and way examinations. The discoveries demonstrate a critical positive connection among caring type of administration, understudy scholarly back, and teachers' sense of collective obligation. In expansion, little but noteworthy connections of caring vital authority with understudy scholastic back and collective obligation to understudy accomplishment were clear. This appears that school authority has an backhanded relationship to understudy accomplishment through understudy scholarly bolster. The think about makes a case for the significance of caring and caring school authority for the victory and well-being of both instructors and understudies in schools. Whereas the work is exploratory, it focuses in promising headings for assist hypothesis.

- *Creating a Listening Culture.* The first indicator of affectionate leadership style in this study which refers to creating a listening culture or the leader's ability to listen to others and promote a work culture that is accepting of listening to feedback (Younger, 2021). One of the most important qualities of an effective leader is non-judgmental, active listening (Sawchuck, 2015). A caring leader should focus on being an understanding listener (Orphanos, 2013). Sebastian and Allensworth (2012) emphasize the fact that an educational leader should be able to move from a highly authoritative position to a subordinate position in the school community. According to Dennis and Bocarnea (2015), a leader is responsible for those he serves. Serving as a director of education requires the director to be accountable and take responsibility for their own welfare.

Educator administration runs opposite to the standards of how school frameworks of worked within the past. Encourage, on the surface, a few would claim that utilizing an unused frame of authority structure would result in a few shock among the staff (Cheung, et.al., 2018). In a conventional structure of instruction, the organization makes proposals for executing unused objectives and destinations, and how to achieve them. In a structure that grasps educator administration, those lines are obscured, and activities and hones get rolled out in a more collaborative mold. This move is troublesome for numerous instructors that are more acclimated to a conventional, bureaucratic demonstrate. I fight that proceeding with routine administration structures, since it is recognizable and comfortable, is age-old.

- *Self-Leadership Skills.* The second indicator of affectionate leadership style in this study which refers to the path towards more effectively leading others. It is the ability to become a self-leader who sets priorities, takes initiative and solves problems (Younger, 2021). The pioneer who succeeded with Meador (2019) understands that the parts of the machine support the whole machine in operation. The author is encouraging to see that the pioneer knows the personal characteristics and shortcomings of each teacher. They show them how to use their strengths to make an impact and create individual improvement plans to overcome weaknesses. Similarly, Rajbhandari (2011) stated that a pioneer additionally analyzes the entire staff as a whole and provides expert advancement and preparation in areas where advancement is needed.
- *Empowering others to make decisions.* The third indicator of affectionate leadership style in this study which refers to the ability to put power into and bring energy and enthusiasm to employees and followers (Younger, 2021). As Helms (2012) noted, leadership is characterized by the ability to foster collaboration through building trust and fostering collaboration, understanding that achievement is not the result of one person; empower others through sharing power and decision making. Thus, the important elements of leadership behavior are passion for the institution, commitment to stewardship, a clear but comprehensive vision, and courage of conviction (Rozeboom, 2013). In general, higher education management involves planning, auditing, communication, engagement with external constituencies, demanding the highest performance and people, and keeping an eye on the forces that can drive or prevent important reforms (Bennis, 2013).

Teacher leadership is an evolving middle ground in education that is not yet normal. Teacher leadership characterizes Tajfel and Turner's (1979) theory of social identity, where social ingroups and outgroups are created. Social identity theory is closely related to role theory in comparing roles and changing roles. The claim that pre-service teachers are not leaders, but do something different from the norm, often creates role confusion and mistrust if role continuity is not sought. Teacher leadership has been normalized with undergraduate degrees focusing on teacher leadership, leadership training in early teacher development training, and the latest wave of teacher evaluation and peer review.

- *Building Resilience.* The fourth indicator of affectionate leadership style in this study which refers to the ability to encourage followers to be more resilient in harsh or challenging situations (Younger, 2021). In educational context, Kyriacou (2011) pointed out that resilience is a driving factor that drive teachers to encourage their students to have good mental health, feel safe in the classroom, and promote resilience also among their students. Also, Le Cornu (2011) noted that resilience sustains teachers and enables them to thrive rather than just survive in the profession.

Likewise, Gu and Day (2013) asserted that since teachers' work is arguably in high complexity, their resilience would enable them to respond adverse events. In addition, Parker (2013) argued that resilience in the context of education is a greater likelihood of success in school and other life achievements despite environmental responses caused by early characteristics, circumstances, and experiences; and the teacher has the potential to increase educational sustainability through supportive and caring relationships with students in the classroom (Georgo, 2014).

- *Involve Others.* The fifth indicator of affectionate leadership style in this study which refers to the ability of the leader to effectively engage employees and followers into the tasks and projects of the organization (Younger, 2021). Reese (2014) pointed out that leaders must work with and influence people to implement their plans and achieve their goals, despite the difficulties or failures they may encounter in the process. Therefore, management could deal with two elements: planning, which is realistic or achievable, and implementation.

As mentioned by Bennis (2013) leaders mobilize and work with others to articulate and achieve shared intentions. Hence, a leader is required to have greater sense of efficacy because the more that person can maintain motivation and commitment to self-regulation and the stronger the performance of the organization.

- *Lead the Whole Person.* The sixth indicator of affectionate leadership style in this study which refers to the leadership based on the personal values and life experiences, as well as the understanding of one own's strengths and growth points (Younger, 2021). As stated by Helms (2012), it is the ability to acknowledge the contributions of others by showing appreciation; build and foster community spirit by celebrating small victories in depth. In addition, motivation focuses on and includes processes that control the overall strength and direction of human activity over time. The quality of the teacher-student relationship is the most effective element of student motivation that creates creativity, positive and respectful attitudes, and students are more likely to adopt a similar approach to their peers and enjoy working in the classroom (Naile, 2014).

A study by Mukeshimana (2016) indicated that school principals must collaborate with other stakeholders such as school management to achieve the goals and mission of the school. According to this study, shared management practices between the principal and school management were investigated. The study also examined school leadership practices based on the knowledge, values, skills, vision and creativity of school leaders in relation to school success.

- *Make Others Feel Important.* The seventh indicator of affectionate leadership style in this study which refers to the ability to make followers and employees feel that their work contributes significantly to the organization (Younger, 2021). Khan et al. (2015) argued that effective leadership shows that an emotionally intelligent school principal has the capacity for empathy, optimism, morale building and motivation. These skills (showing empathy, being optimistic, building morale) are directly related to nursing. Houston (2021) argued that emotional intelligence is therefore considered an important part of caring. Thus, it can be characterized that an emotionally intelligent school principal has the ability to show empathy, be optimistic, form morale and motivate.
- *Look for Greatness in Others.* The eighth indicator of affectionate leadership style in this study which refers to the ability to notice the strengths and virtues in others (Younger, 2021). Also, two categories of individual characteristics are necessary to challenge different processes, namely those that can be trained or cannot. (Nelson et al., 2010). Cognitive abilities and personality are difficult or impossible to influence, while experience, wisdom, knowledge, and motivation are easier to emulate. Pulakos et al. have categorized these characteristics into two groups. What is the most effective way to express these features?, (2010).

Similarly, trained adaptive skills overlap with the ability to be or become adaptive because characteristics that cannot be controlled and a person's ability to practice adaptability are related. As with other skills, succeeding in adaptation requires training and the ability to adapt or change (Holtkamp, 2016).

- *Provide Others Safe Spaces.* The ninth indicator of affectionate leadership style in this study which refers to the ability to lead followers and workers into spaces where they do not feel excluded, excluded or threatened (Younger, 2021). In addition, Lee and Hallinger (2012) noted that caring principals are people who care more about the well-being of others than about their own status, power, or money. This concern for the well-being of others also considers the individual circumstances of the other. In order to take care of the teachers and take care of their progress, the headmaster must be interested and know what is happening in the life of the pedagogue.

A caring educational leader shows compassion when interacting with teachers. Murphy et al. (2016), on the other hand, note that it is important for the educational director to be interested in the personal life of the educator. Personal interest in the breeder is enhanced if you know what is happening in his personal life. As Sergioanni 2013 argued, caring communication increases a person's sense of security. A caring school principal must ensure this caring and safe working environment. Thapa (2013) also argued that physical infrastructure is an integral part of a teacher's work environment. The morality of the teacher and the condition of the buildings and landscape in which he works are interrelated.

➤ *Professional Endeavour*

Professional endeavor as defined by Tanang (2016) the variety of specialized training that develop skills, knowledge and attributes that are specifically valued by the professional associations, organizations and bodies connected to future career. Thus, professional competence in the context of teaching is a set of skills that describe the skills, knowledge, competence and other qualities of a person as a teacher. In education, the term professional qualification refers to a range of specialized training, formal education or advanced professional learning designed to help managers, teachers and other educators improve their professional knowledge, competence, skills and performance (Zheng, Warschauer, Lin, & Chang, 2016). Therefore, teachers who participate in professional development training are much more likely to experiment with new methods of integrating teaching and learning technology (Twining, Raffaghello, Albion, & Knezek, 2013).

In connection with the above definition, Baker (2015) mentioned that professional competence programs for teachers develops teachers' professionalism especially elevating knowledge, skills, and practice in teaching. According to Schleicher (2021) professional competence activity leads to a better behavior and attitude through communication and sharing experience. Service training, mentoring and self-study-maintained faith, trust and commitment to continuous self and social development. As a result, these opportunities refresh and improve knowledge and skills that contribute to the transformation of teaching practice. However, Bandy (2020) argued that the new knowledge gained from learning activities cannot be fully implemented due to the limited spaces of the school. Transgressing the lines of influence of professional development prevented teachers from provoking change, generating new knowledge and solving problems.

On a different view, Bourdesa (2016) characterized professional development not only to knowledge but also to educational practice. In addition, Darling-Hammond et al. (2017) also linked it to student learning outcomes, extending its impact. The authors presented a series of seven characteristics of an effective professional development program, which should be content-oriented, learning, collaboration, models and modeling, expert support, feedback and reflection, and sustainable duration. The authors reported that successful programs can develop several of these elements simultaneously. Regarding the achievements of the students, it was also noticed that focusing on the content taught by the teachers proved to be effective. It was definitely a great way to connect education with the content of the department and the daily practice of teachers.

Moreover, a study conducted by Liu, Hallinger, and Feng (2016) found a positive association between learning-centred leadership and teacher professional competence, teacher trust is a significant mediator in this relationship. The study highlights how important it is for principals to build trust in order to create a productive learning environment for their teachers. A Thai study of 1,011 teachers, 60 principals, and 60 elementary schools also confirmed that the influence of leadership transferred from trust to agency on teachers' professional development, with trust acting as a mediator (Piyaman, Hallinger, & Viseshsiri, 2017).

Similarly, in a quantitative study of 10 elementary schools in Hong Kong, Pang, Wang, and Leung (2016) found that leadership is essential for teacher learning and professional development. In this study, teacher learning management meant that the principal continuously encouraged teachers' self-development and collective inquiry, provided ample training and development opportunities for staff, and promoted teacher learning by providing professional support. These factors were also prevalent in the findings of Haiyan, Walker, and Xiaowei (2017) in an in-depth qualitative study of an award-winning Shanghai elementary school of 300 teachers and 4,500 students. In this school, the leaders organized all the teachers into teacher research groups that planned their teaching together, observed each other's lessons and then reflected together. On a study conducted by Silva et al. (2017) which includes 234 teachers in six middle schools in Portugal showed that teachers had the highest interest in collaboration when they perceived professional development support and encouragement from their leaders. Likewise, King and Stevenson (2017) pointed out that teachers' need for support in continuous development also pervaded a qualitative study conducted in five primary schools in Ireland. The study presented a bottom-up approach supported from above; the school principals trusted the teachers. The teachers in this study received time to plan and reflect together, and the teachers cultivated an openness to working together and team teaching. Demonstrating a modern form of leadership, the principals were described as courageous and willing to take a risk in an education system characterized by standardization, accountability, and performativity.

Meanwhile, Mcgee (2015) asserted that professional endeavor in terms of professional socialization improves an individual's work engagement. The professional socialization process reflects the desire of the new employee to learn in the first phase of the employment relationship. During the socialization process, employees are highly engaged and impressed. Through this process, both new and old employees develop their perceptions and behaviors about the organization's work ethic and environment. In addition, according to Hegazy and AqylAlmaizar (2017), professional aspirations significantly influence organizational commitment. Thus, a training program that develops the professional development of staff led to the acquisition of scientific

knowledge that accelerated careers, strengthened professional competence and reinforced positive trends in the care of people with special needs, and led to high levels of commitment and achievement. high level of job satisfaction. Factors related to the work environment (physical, cultural, regulatory, internal and external environment) / work relationships (with clients, colleagues and supervisors) / special forms of activity (type and volume of work, flexibility, changes, determinants, perceptions of work)) affects social workers / it is necessary to provide professional, social workers and a work environment favorable to the practice of social work.

From the perspective of professional self, The beliefs and values of a teacher in education can play a decisive role in the formation of a teacher's identity in the sense that they probably strongly determine how teachers teach, how they develop professionally and how they relate to changes in education (de Vries).). , van de Grift and Jansen, 2013). Akkerman and Meijer (2011) also point out that teachers' beliefs about teaching and learning guide teachers' actions and perceptions of themselves in their role as teachers. From an organizational perspective, Wang (2018) argued that continuous support for the development and growth of teachers in their teaching careers could include more formal ranks in the teaching profession, such as providing teachers with opportunities for career advancement and professional development. as a combination of skills and tasks and responsibilities of teachers within the organization.

- *Planning.* The first indicator of teachers' professional endeavour in this study is planning or the domain that describe that teachers are capable of curriculum and instructional planning (Pan, 2004). Meanwhile, Joynes, Rossignoli, and Amonoo-Kuofi (2019) noted that keeping teachers informed, knowledgeable and skilled to teach using effective teaching strategies requires an emphasis on professional development so that teachers can become action researchers themselves and provide opportunities for collaboration with colleagues. In this way, the teacher's perception can influence managers to support growth-enhancing professional development. Darling-Hammond, Hyler, and Gardner (2017) argued that teacher professional development is a powerful tool for those seeking to develop the knowledge and skills necessary for higher student achievement.

Similarly, professional competence for teachers as described by Ladd and Sorenson (2017) is processes that aim to develop professional knowledge, skills and attitudes of teachers so that they can in turn improve student learning. As Papay and Kraft (2015) reported, teachers with high-quality training and/or educational experience positively influence the academic performance of their students. Thus, effective professional development involves training, practice and feedback; and provides sufficient time and follow-up support. According to Miller (2020), successful programs engage teachers in the learning activities they use with students and foster the development of teacher learning communities.

Instruction. The second indicator of teachers' professional endeavour in this study is planning or the teacher's ability to adapt their knowledge, skills, and ideas to different situations for achieving instructional objectives (Pan, 2004). Professional development is influenced by a teacher's deep and complete understanding of the subject being taught, as well as pedagogical knowledge to understand how students learn to better meet their needs (Noi et al., 2016). According to Masoumpanah and Zarei (2014), the formative experience of teacher education is one of the most important factors that influence a teacher's professional identity and subject knowledge. As Natarajan and Nagar (2011) reported, teachers who commit to more extensive training may have a better understanding of organizational norms, have a good work environment, and are generally more committed to teaching because they fully understand their work, which results later job satisfaction.

- *Management.* The third indicator of teachers' professional endeavor in this study is management or the competence of managing classroom and managing resources of human, objects and time in order to create a good learning environment (Pan, 2004). Valentine et al. (2014) suggested that practicing professionalism is an effective way to improve organizational effectiveness, especially when the organization uses different approaches to create an ethical culture among employees. According to Hodges (2015), it indirectly improves work performance if individuals are already used to being disciplined in everything. If a person has a high work ethic and discipline, it has a positive effect on their performance when performing a task (Herlambang, 2013). The point is that the person's performance is driven according to the expected goals because work ethics and discipline have been followed so that every job is done effectively and efficiently (Febriyanto, 2012).

More so, Baker (2015) pointed out that successful teaching never exists in a chaotic classroom without regulations. The management of classroom regulations is the priority for effective classroom management. Teachers need to set up reasonable principles of reward and punishment and implement fairly. Students' basic manners and disciplines need to be fostered and deviant behaviors need to be guided. For aspiring students' autonomy, teachers may involve students setting up classroom norms publicly. Likewise, Joynes, Rossignoli, and Amonoo-Kuofi (2019) noted that teachers' employing resources to enrich their teaching is an important indicator for competence measuring.

- *Evaluation.* The fourth indicator of teachers' professional endeavor in this study or the domain that encompasses curriculum and instructional evaluation competence for teachers. It involves that teachers have basic knowledge of evaluation, implementation process, and application of evaluation results (Pan, 2004). In addition, teacher's professional development affects their effectiveness, professional development, and acceptance for reform (Masoumpanah & Zarei, 2014). In fact Kao and Lin (2015) asserted that Teachers' perception of their profession and how they want others to see their work affects how they use available resources to deal with difficulties and how they interpret their work experience, as well as their motivation, effectiveness,

commitment and job satisfaction. In addition, teachers' professional development affects how they experience their experiences cognitively and affectively. Similarly, their cognitive and affective response to the experience may influence their identity construction (Dang, 2013).

Meanwhile, the study conducted by Louis et al. (2016) indicates that there is an important link between caring school management and teacher professional development. Similarly, the principal's understanding of the teacher and support for professional judgment can help teachers feel responsible for helping each other improve professionally. Rivera-McCutchen (2014) also mentioned that the concern of principals for teachers, especially their knowledge of teachers and their needs and interests, combined with the motivation of principals to support teachers in their work, could provide opportunities for teachers to talk one with another various topics about disadvantaged students and how to organize more inclusive teaching and learning environments.

Similarly, Mourão (2018) mentioned that teachers' professional endeavor of subordinates are directly related to careful management, because this development is understood as the growth and maturation of knowledge, skills and attitudes acquired during the life of the employees as a result of learning in the workplace. Caring leadership creates relational trust that increases partners' willingness to tolerate or even enjoy other people's new behaviors and ideas. Le Clus, (2017) noted that managers must understand that the workplace is a complex social system made up of peers who constantly regulate each other's learning.

- *Synthesis*

The literature highlights the vital role of affectionate leadership style and supportive school culture in shaping teachers' endeavors. These elements create a nurturing environment that empowers teachers to thrive in their roles, ultimately leading to improved teaching quality and student success. The interdependence of these factors emphasizes the need for educational institutions to prioritize both leadership development and the cultivation of a supportive culture for the holistic growth of teachers and the advancement of education.

More so, affectionate leadership and supportive school culture are interrelated concepts. Affectionate leaders contribute to the creation of a supportive culture, and a supportive culture reinforces and amplifies the effects of affectionate leadership. Together, affectionate leadership and a supportive culture form a synergistic system that enhances teacher well-being, professional growth, job satisfaction, and student outcomes. This give the author sufficient background in understanding the study.

B. Theoretical/Conceptual Framework

This study is based on Homans (1958) social exchange theory. This theory emphasizes the idea that social interaction is based on the principle of reciprocity. In conjunction with Hella's leadership, the managers' care and support can create a positive exchange dynamic. Teachers can respond to this concern by investing more in their professional growth and participating more effectively in the school community.

In addition, study is based on the proposal of Louis et al. (2016) that caring leaders create a positive and supportive environment where teachers feel valued and cared for. It can improve the teacher's well-being, reduce stress and increase job satisfaction. When teachers are emotionally supported, they are more likely to be engaged and motivated in their work. Also, Rivera-McCutchen (2014) proposed that affectionate leadership fosters trust and open communication between principals and teachers. When teachers feel comfortable approaching their leaders with ideas, concerns, or challenges, it promotes a culture of collaboration. This collaborative environment can lead to more effective problem-solving and innovative teaching approaches.

In support, Philips and Wong (2010) postulated that a supportive school culture fosters an environment where teachers feel valued, respected, and appreciated. This positive atmosphere contributes to increased job satisfaction as teachers are more likely to enjoy their work and feel a sense of fulfillment. Also, in a supportive school culture, professional development is prioritized and facilitated. Teachers have access to workshops, seminars, and training sessions that enhance their skills and knowledge, contributing to their continuous growth.

Moreover, the study is anchored on the idea of Mourão (2018) that affectionate leaders serve as role models for the kind of behavior they want to see in the school community. When leaders consistently demonstrate supportive attitudes and actions, it encourages teachers and other staff members to emulate similar behaviors, fostering a positive environment. More so, affectionate leaders consistently demonstrate integrity and authenticity in their actions. This fosters a high level of trust within the school community, which is a cornerstone of a supportive culture where individuals feel safe and valued.

As shown in *Figure 1*, the study is consist of three variables. The independent variable of the study is affectionate leadership styles of school principals or the leadership that itself is caring, that cultivates caring communities in schools, and that develops contexts of caring beyond the school. The measures of affectionate leadership styles of school principals according to Younger (2021) are creating a listening culture or creating a listening culture or the manager's ability to listen to others and promoting a work culture that includes feedback while listening, developing self-management skills or leading others more effectively, decision-making skills or the ability to empower and bring. energy and enthusiasm to employees and followers, creating flexibility or the ability to motivate followers to be more consistent in difficult or difficult situations, involve others or the ability of a leader to

effectively involve employees and followers in organizational tasks and projects, leads the whole person or management based on understanding personal values and life experiences, as well as own strengths and growth points, makes others feel important or can make followers and employees feel that their work contributes significantly to the organization's activities, seeks greatness in others. or the ability to notice others' strengths and virtues and provide others with safe spaces or the ability to manage followers and staff spaces where they do not feel alienated.

The dependent variable is teachers' professional endeavour or the wide variety of specialized education that fosters the information, abilities, and qualities that are particularly prized by bodies, associations, and professional associations related to one's potential vocation. The measures of teachers' professional endeavour according to Pan (2004) are planning or the domain that describe that teachers are capable of curriculum and instructional planning, instruction or the teacher's ability to adapt their knowledge, skills, and ideas to different situations for achieving instructional objectives, management or the competence of managing classroom and managing resources of human, objects and time in order to create a good learning environment, and evaluation or the domain that encompasses curriculum and instructional evaluation competence for teachers. The final mediating variable is a supportive school culture, which is defined as a condition that encourages people to express their ideas and beliefs and to form relationships with others. It also encourages members to foster a sense of self-discovery and group connection (Giacometti, 2005).

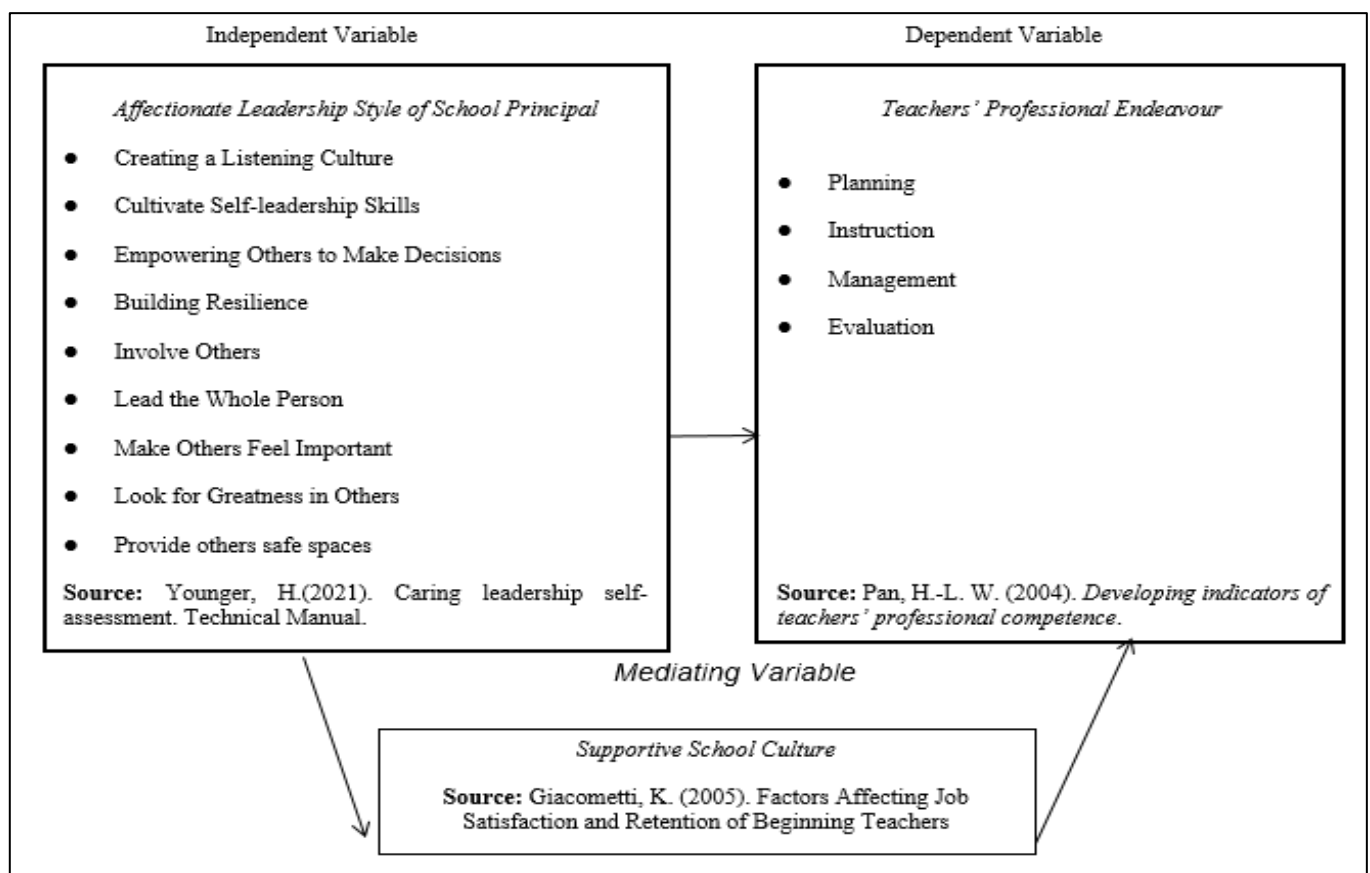


Fig 1: The Conceptual Framework of the Study

C. Statement of the Problem

The purpose of this study was to determine the mediating effect of a supportive school culture on the relationship between the loving leadership style of a school principal and the professional aspirations of teachers in District II of Matanao, Davao del Sur. In particular, this study seeks answers to the following questions:

➤ *What is the Extent of Affectionate Leadership Styles of the School Principal in Terms of:*

- Creating a listening culture;
- Cultivate self-leadership skills;
- Empowering others to make decisions;
- Building resilience;
- Involve others;
- Lead the whole person;

- Make others feel important;
 - Look for greatness in others; and
 - Provide others safe spaces?
- *What is the extent of teachers' professional endeavor in terms of:*
- Planning;
 - Instruction;
 - Management; and
 - Evaluation?
- *What is the Extent of Supportive School Culture in Matanao District II, Davao del Sur?*
- *Is there Significant Relationship among Affectionate Leadership Style of School Principal, Teacher's Professional Endeavor, and Supportive School Culture in Matanao District II, Davao del Sur?*
- *Do Supportive School Culture have Significant Mediating Effect on the Relationship between Affectionate Leadership Style of School Principal and Teacher's Professional Endeavor in Matanao District II, Davao del Sur?*

D. Hypothesis

- *The Following Null Hypotheses were Tested at 0.05 Level of Significance:*
- H01: There is no significant relationship among affectionate leadership style of school principal, teacher's professional endeavor, and supportive school culture in Matanao District II, Davao del Sur.
 - H02: Supportive school culture do not have significant mediating effect on the relationship between affectionate leadership style of school principal and teacher's professional endeavor in Matanao District II, Davao del Sur.
- *The Researcher Hopes that this Study would Benefit the Following Individuals and Organizations in Academe:*
- *Department of Education.* Research findings can inform educational policies at various levels. Policymakers can emphasize the importance of both affectionate leadership training for principals and the establishment of supportive school cultures for promoting effective teaching practices and teacher well-being. Moreover, this research can lead to the development of targeted interventions aimed at fostering a supportive culture within schools. Strategies can be designed to enhance communication, collaboration, and teacher well-being, all of which are supported by a positive culture.
 - *School Principals.* Findings from this study can guide school principals in adopting and enhancing affectionate leadership behaviors. Understanding that a supportive culture mediates the impact of leadership emphasizes the need for leaders to not only display these behaviors themselves but also actively cultivate an environment that reinforces them.
 - *Teachers.* A supportive school culture, mediated by affectionate leadership, contributes to teacher satisfaction and well-being. This, in turn, can lead to higher teacher retention rates and make the school more attractive to prospective educators seeking environments that prioritize their growth and success.
 - *Future Researchers.* Future researchers would benefit on the result of this study because the findings may provide framework and model for the future researches in the context of affectionate leadership styles and teacher's professional endeavor.
 - For more comprehensive understanding, the following terms were defined operationally:
 - *Affectionate Leadership Styles.* In this study refers to an independent variable described as creating a culture of listening, developing self-management skills, empowering others, building resilience, involving others, leading the whole person, making others feel, finding greatness in others, and providing security. spaces for others.
 - *Professional Endeavour.* In this study refers to the dependent variable being describe in terms of the following indicators: planning, instruction, management, and evaluation. In this study it is describe in terms of the category profile ranging from less extensive to very extensive.
 - *Supportive School Culture.* This refers to the mediating variable in the study. It is the factor expected to contribute to the relationship between the independent and dependent variable.

CHAPTER TWO METHOD

The research design, research instrument, research respondents, data collection process, and data analysis are all included in this section.

A. Research Design

The researcher used a quantitative non-experimental design to collect ideas, facts and information related to the study using a correlational research technique. Quantitative research as described by Bhandari (2020) is a research strategy that focuses on quantifying data collection and analysis. Similarly, quantification consists of a deductive approach with an emphasis on testing theory shaped by empiricist and positivist philosophies, while non-experimental research is research that lacks the manipulation of an independent variable. Instead of manipulating the independent variable, researchers conducting nonexperimental studies measure variables as they naturally occur in the real world.

Meanwhile, The descriptive correlational study by Myers and Well (2013) examines how the independent variable affects the dependent variable and examines the cause-effect relationship between the variables. In this study, the researcher was able to examine the relationship between the variables of the soft leadership style of the school principal and professional aspirations of teachers and encourage school culture. In this context, the research focused on the mediating effect of a supportive school culture between the soft management style of the school principal and the professional performance of teachers. In this study, descriptive correlation was appropriate because the researcher only focused on the behavioral aspects of the respondents and the researcher could not conduct the experiment in a controlled environment.

B. Research Respondents

The survey was answered by elementary school teachers in District II Matanao, Davao del Sur. The sample size to select the respondents was taken from the total number of teachers in the said elementary schools in Davao del Sur, which was approximately 650. In this study, 110 respondents were selected using stratified random sampling. Stratified random sampling is a sampling method in which the population is divided into smaller subgroups known as strata. According to Shi (2015), in stratified random sampling, or strata, strata are formed based on common characteristics or characteristics of members, such as income or education level. Stratified randomization is appropriate in this study because there is heterogeneity in the population that can be classified with additional data.

In this study, certain inclusion criteria were implemented in determining the respondents of the study. The primary consideration of this study was to select respondents who can provide information to achieve the purpose of this study. The inclusion criteria were as follows: teachers holding a valid teaching certification or license, currently employed as a classroom teacher in a K-12 educational setting, proficient in the language of data collection and communication (English), have at least three years of classroom teaching experience and those who voluntarily signed the ICF were sent questionnaires. In addition, based on the research questions, the study was limited to the nature of the problem, so the gender and socio-economic status of the teachers were not considered.

C. Research Instrument

The study employed the questionnaires adapted from different studies and was modified to fit the context of the respondents of this study. The instrument was divided into two parts. The first part of the instrument concerned about the affectionate leadership styles of school principal. This questionnaire was adapted from the study of Younger (2021). Affectionate leadership styles of school principal is indicated with creating a listening culture, cultivate self-leadership skills, empowering others to make decisions, building resilience, involve others, lead the whole person, make others feel important, look for greatness in others, and provide others safe spaces. The reliability test acquired a Cronbach alpha coefficient value of 0.950 suggesting that the items have high internal consistency. The questionnaire made use of a 5-point Likert scale was used with the following ranges of means as shown below:

Table 1: The 5-Point Likert Scale in Interpretation for the First Part of the Instrument: The Affectionate Leadership Styles of School Principal.

| <i>Range of Mean</i> | <i>Descriptive Level</i> | <i>Interpretation</i> |
|----------------------|--------------------------|---|
| 4.20 - 5.00 | Very Extensive | The affectionate leadership styles of school principal is always observe. |
| 3.40 – 4.19 | Extensive | The affectionate leadership styles of school principal is oftentimes observe. |
| 2.60 – 3.39 | Moderately Extensive | The affectionate leadership styles of school principal is sometimes observe. |
| 1.80 – 2.59 | Less Extensive | The affectionate leadership styles of school principal is rarely observe. |
| 1.00 – 1.79 | Not Extensive | The affectionate leadership styles of school principal is never observe. |

The second part of the instrument is about teacher’s professional endeavour. This questionnaire was adapted from Pan (2004) which has four indicators namely: planning, instruction, management and evaluation. The tool is constructed from 5-Very Extensive

to 1-Not extensive. A reliability coefficient of 0.855 was obtained described as very satisfactory and interpreted as reliable. The instrument made use of a 5-point Likert scale that was determined base on the following range of mean:

Table 2: The 5-Point Likert Scale in Interpretation for the Second Part of the Instrument: Teacher's Professional Endeavor

| Range of Mean | Descriptive Level | Interpretation |
|---------------|----------------------|---|
| 4.20 - 5.00 | Very Extensive | The teachers' professional endeavor is always manifested. |
| 3.40 – 4.19 | Extensive | The teachers' professional endeavor is oftentimes manifested. |
| 2.60 – 3.39 | Moderately Extensive | The teachers' professional endeavor is sometimes manifested. |
| 1.80 – 2.59 | Less Extensive | The teachers' professional endeavor is rarely manifested. |
| 1.00 – 1.79 | Not Extensive | The teachers' professional endeavor is never manifested. |

The third section deals with a supportive school culture, which consists of statements adapted from the research of Giacometti (2005). When answering the survey, respondents used a 5-Likert scale. The reliability of the new scale was obtained with the Cronbach's alpha value of 0.837 described as very satisfactory and interpreted as reliable. To determine the extent of a supportive school culture, the researcher used the methods, description and interpretation below:

Table 3: The 5-Point Likert Scale in Interpretation for the Third Part of the Instrument: Supportive School Culture

| Range of Mean | Descriptive Level | Interpretation |
|---------------|----------------------|--|
| 4.20 - 5.00 | Very Extensive | The supportive school culture is always evident. |
| 3.40 – 4.19 | Extensive | The supportive school culture is oftentimes evident. |
| 2.60 – 3.39 | Moderately Extensive | The supportive school culture is sometimes evident. |
| 1.80 – 2.59 | Less Extensive | The supportive school culture is rarely evident. |
| 1.00 – 1.79 | Not Extensive | The supportive school culture is never evident. |

Scaling was done so that half of 5 was the average cutoff, or a fair level with a flat range of 0.80. Before administration, the instrument was validated by three experts and revised according to the comments of these experts.

D. Data Gathering Procedure

➤ The Researcher Completed the Stages of Conducting the Study after the Approval of the Research Questionnaire

- *Permission to Conduct the Study.* The researcher was given permission to conduct the study. The survey was conducted on the 12th-14th. September 2023. The scholar was approved by Rizal Memorial Colleges, Inc., Davao City. from the dean of the university. Rizal Memorial Colleges, Inc. of Davao City the approval letter of the dean of higher education was attached to the approval letters of the principals of selected public schools in Matanao II, Davao del Sur.
- *Distribution and Retrieval of the Questionnaire.* After agreeing to do the study, the researcher proceeded to distribute the research instrument to the respondents. In connection with the distribution of the questionnaires, the advantages of the survey were briefly discussed and explained to the respondents identified for the study. To administer the survey, the researcher distributed the surveys simultaneously. The respondents were given sufficient time to complete the survey.
- *Collation and Statistical Treatment of Data.* After searching for information from the questionnaire, each respondent's scores were added together to organize indicator-specific information. Descriptive and inferential analyzes were then performed using SPSS for each score.

E. Ethical Considerations

The researcher considers the protocols considered necessary as standard instructions as soon as he conducts the study according to the evaluation criteria of the research protocol, especially in terms of population and data management. Questions with supporting factors were sent for further evaluation. After the approval of the ethics committee, the researcher went to the next stage of the study.

- *Informed Consent.* The researcher asked for the permission of respondents through a written informed consent. They were properly informed about the purpose of the study and ample explanations were given to them for better understanding of the reason for their participation so that they can choose whether to participate or not.

It was made clear that respondent's involvement in the study is voluntary. If ever they would refuse to participate, they were not forced by the researcher. Besides, the researcher was cautious to assure the respondents' psychological well-being. A written permission from the respondents were secured from them. The researcher informed the respondents that the study aimed to conduct a study on the factors that hinder/promote the teacher's professional endeavor in relation to affectionate leadership style of principal and as explained by supportive school culture, and may contribute to the enhancement.

- *Vulnerability of Research Participants.* The respondents of the study are teachers, so they are not considered vulnerable since all of them are in legal age, and, they are not considered highly vulnerable in the psychological aspect. The researcher emphasized that the survey was set at the respondents' convenience. Also, the researcher protected the confidentiality of the information disclosed.
- *Privacy and Confidentiality.* This study complied with the Data Protection Act 2012 where the researcher confirmed that the data could not be traced back to the participants who were the actual source of the data to protect the identity of the participants. In addition, the researcher confirmed that personal data will not be shared without the consent of the participants. Therefore, in order not to reveal personal information, only the researcher had access. To protect the privacy of participants, it was confirmed that the researcher was the only one with access to the study data. After collecting the necessary data, the researcher permanently deleted all the results of the online survey so that the data could not be traced back to the respondents who were the actual data sources.
- *Risk, Benefits and Safety* - In administering the survey questionnaires, the researcher fully informed the respondents about the nature of their participation and thoroughly and appropriately explained the purpose and benefits of the study and the confidentiality of their responses according to the online questionnaire. Respondents were allowed to ask questions related to the study without limitation. In addition, the researcher ensured that no harm would come to the respondents. In addition, the survey and interview guides used in this study did not contain derogatory or objectionable statements that offended survey respondents..

Also, this survey only aimed to collect academic information related to research and they were not asked for personal information. To minimize harm, the researcher ensured that respondents had sufficient time to complete the survey online. Respondents were given the freedom not to answer questions that caused psychological or emotional distress and could withdraw from the study if they felt unable to discuss the information they were asked for. The researcher valued their participation and made their well-being the highest priority during the study.

- *Justice.* To avoid bias in the selection of respondents, the researcher treated all respondents as equal, regardless of whether they were respondents to the survey. The researcher did not make any bias in selecting the respondents for the study. All who are suitable for a regular position in purposefully selected schools. When conducting the study, the researcher made sure to respect the respondents by disrupting the respondents' routines as little as possible. To compensate for the time spent on data collection, the researcher distributed tokens of appreciation to the respondents. This brand was a choice of souvenirs. Tokens were sent by courier and carefully sealed in a package. In addition, each label was disinfected before being sent to the door.
- *Transparency.* To ensure the transparency of this study, all communication related to the study was done honestly and transparently. To protect the well-being of the participants, the researcher applied the methods used in this study appropriately. All the necessary documents that supported the data analysis were attached. Importantly, the researcher described the extent of the respondents' participation in this study and explained how the researcher-maintained objectivity in analyzing the data and presenting the results of the study.
- *Qualification of the Researcher.* The researcher ensured that other factors such as conflict of interest did not influence the responses of the respondents. The results of the survey are available to respondents and parents and principals of the participating schools, as the data would be available provided they follow the appropriate protocol to protect the anonymity of the respondents. The researcher also acknowledged the efforts of each person who contributed to the success of the study, the Davao del Sur chapter was provided a copy of the study results for the respondents to peruse and use for study and elsewhere study.
- *Adequacy of Facilities.* The researcher connected the respondents with a favorable environment and study materials that were abundant and available to conduct the study and were conducted in the time set by the researcher. The accuracy of the respondents' data collection was ensured by the correct coding of the respondents' ratings during the day, when the researcher was not too tired to do them, to avoid coding errors. The collected analyzes and results were also competent and consistent, which is the main basis for qualification.
- *Community Involvement.* Involving the community at every stage of the research, from planning to reporting, was good practice. Based on this, the researcher intended to share the obtained results with the community, and community participation is a priority in making decisions about the research plan, the methodology to be applied in the appropriate context, and the use of the results or findings.

F. Data Analysis

➤ *The Researcher used the Following Statistical Tools to Process the Collected Data*

- *Mean.* This was useful in characterizing the affectionate leadership style of school head, teachers' professional endeavor, and supportive school culture in Matanao District II, Davao del Sur. This was used to supply the answer for objectives 1, 2, and 3.
- *Pearson Product Moment Correlation.* It was used in this study to assess the significant relationship among independent (affectionate leadership style of school head), dependent (teachers' professional endeavor), and mediating (supportive school culture) variables. It is a statistical measure of the strength of a linear relationship between paired data. In a sample it is usually denoted by r .

- *Path Analysis Thru Mediation Approach.* It was applied to evaluate the mediating effect of supportive school culture on the relationship between affectionate leadership style of school head and teachers' professional endeavor.

CHAPTER THREE RESULTS AND DISCUSSIONS

This chapter presents the results obtained from the collected data. It is arranged based on the research objectives presented in the first chapter. Thus, it shows the loving leadership style of school principals, the professional aspirations of teachers, and a supportive school culture. significant relationship between variables; and the mediating effect of supportive school culture on the relationship between principals' loving leadership style and teachers' professional aspirations.

A. Affectionate Leadership Styles of School Principals

- Creating a Listening Culture.** Table 1 shows that affectionate leadership styles of school principals in terms of creating a listening culture was assessed by teachers of public elementary school Matanao District II, Davao del Sur as a wide class average 3.53 and interpret as often observed. The average score for the different items varies from 3.23 to 3.87. On the other hand, the head teacher takes measures according to the suggestions received from the team. The average score is 3.23, which is described as moderately broad and interpreted as respondents sometimes perceive it. In contrast, the principal trusted that the principal acted on the suggestions given by the teacher.

This implies that the skill and effectiveness of school principals in fostering an environment where active listening and open communication are encouraged and practiced among students, teachers, staff, and other stakeholders within the school community is oftentimes observed. The result supports the proposition of Sawchuck (2015) that extensive ability to create a listening culture in school contributes to a more positive and collaborative learning environment, enhances relationships between stakeholders, and ultimately leads to improved educational outcomes and student well-being. Adding more the result supports the idea of Dennis and Bocarnea (2015) that effective principals actively listen to what others have to say, showing genuine interest and attentiveness, and asking follow-up questions to ensure they understand the speaker's viewpoint.

Table 1. Affectionate Leadership Styles of School Principals in Terms of Creating a Listening Culture

| Statement | Mean | Descriptive Rating |
|--|-------------|----------------------|
| The school principal make sure that the a differing minority opinion of a teacher is heard. | 3.33 | Moderately Extensive |
| The school principal have confidence that the school head will act on teacher’s feedback. | 3.87 | Extensive |
| The school principal share how teachers' voices were heard and acted upon his/her decisions. | 3.44 | Extensive |
| School principal take action on relevant feedback from the team. | 3.23 | Moderately Extensive |
| The school head reflect and share what heard from the direct reports. | 3.77 | Extensive |
| <i>Mean</i> | <i>3.53</i> | <i>Extensive</i> |

- Self-Leadership Skills.** Results on table 2 shows that affectionate leadership styles of school principals in terms of self-management skills received a broad category mean of 3.39, indicating that this domain of loving leadership style of school principals is sometimes observed. The average score for the different items varies from 3.13 to 3.92. The item The school principal is able to present a positive tone/attitude in all communication reflects an average score of 3.13, which is described as moderately broad and sometimes interpreted as observed. In contrast, the school principal stays true to his core values score 3.92, which is broadly described and interpreted as something that teachers often notice.

Table 2: Affectionate Leadership Styles of School Principals in Terms of Self-Leadership Skills

| Statement | Mean | Descriptive Rating |
|--|-------------|-----------------------------|
| The school principal manage to portray a positive tone/attitude in all communications. | 3.13 | Moderately Extensive |
| The school principal remain true to his/her core values. | 3.92 | Extensive |
| The school principal is intentional with his/her words and actions. | 3.41 | Extensive |
| The school principal take initiative for self-development. | 3.25 | Moderately Extensive |
| The school principal manage personal reactions to negative situations. | 3.22 | Moderately Extensive |
| <i>Mean</i> | <i>3.39</i> | <i>Moderately Extensive</i> |

This means that school principals were be able to manage their time, set priorities, and remain organized to some extent. However, they struggle with maintaining a consistent level of productivity and focus. This finding supports the view of Meador (2019) that school principals with moderate self-leadership skills might be able to inspire and motivate their staff and students to some extent. However, their impact might not be as consistently strong as those with advanced self-leadership skills. More so, this finding is similar to the findings of Rajbhandari (2011) that having moderate self-leadership skills implies that school principals have a foundation of these skills but might not fully maximize their potential as effective self-leaders. The overall impact on the school community could range from moderately positive to mixed, as the degree of self-leadership proficiency can influence the principal's ability to inspire, guide, and set the tone for the entire school environment.

- *Empower Others to Make Decisions.* Specifically, affectionate leadership styles of school principals in terms of empower others to make decision acquired class average of 3.34, which is described as moderately wide, meaning that teachers in public elementary schools in Matanao II, Davao del Sur, sometimes perceive the lenient leadership styles of principals in the area. The table also shows that the mean of the items fluctuates between 3.02 and 3.55. In particular, the item Principal feels comfortable delegating and then letting go has an average rating of 3.02, which is described as moderately broad, interpreting that the item is sometimes observed, while the item Headmaster is very clear about his expectations Others have an average rating of 3.55, it is described broadly and is often interpreted as a stained object.

This suggest that school principals showed the willingness to involve others in the decision-making process but with some room for growth. The finding is parallel to Rozeboom’s (2013) assertion that schools under such leadership might experience a mix of decentralized decision-making and centralized control. Developing stronger empowerment skills can lead to increased collaboration, motivation, and innovation among staff, ultimately contributing to a more empowered and engaged school community. The result also coincide with Bennis’ (2013) idea that leaders with moderate abilities in this area may delegate certain decisions to their staff, but they might still retain a significant level of control over major decisions or aspects of the school’s operations.

Table 3: Affectionate Leadership Styles of School Principals in Terms of Empower Others to Make Decisions

| Statement | Mean | Descriptive Rating |
|---|-------------|-----------------------------|
| The school principal acts as a resource that guides the team rather than telling them exactly what to do. | 3.37 | Moderately Extensive |
| The school principal find it easy for the teams to manage themselves. | 3.46 | Extensive |
| The school principal is very clear about his/her expectations of others. | 3.55 | Extensive |
| The school principal feel comfortable delegating and then letting go. | 3.02 | Moderately Extensive |
| It is important to connect each employees work to the overall goals of the organization. | 3.29 | Moderately Extensive |
| <i>Mean</i> | <i>3.34</i> | <i>Moderately Extensive</i> |

- *Building Resilience.* Specifically, affectionate leadership styles of school principals in terms of building resilience acquired the class average of 3.30 is described as moderately wide, which means that elementary teachers sometimes perceive such a soft management style of school principals. The table also shows that the mean of the items fluctuates between 2.78 and 3.66. It is worth noting that the element Main supports those around them when they face opposition has an average score of 2.78, which is described as moderately broad and interpreted as moderate when the situation is sometimes observed, while the item Main encourages others in difficult times has. average of 3.66 it is described as wide and is often interpreted as a sighting target.

This suggests that school principals have some foundational skills in managing adversity, but there is room for growth and development in order to become even more effective in guiding both themselves and their school community through challenging times. This supports Kyriacou’s (2011) idea that leaders with a moderately extensive building resilience ability may possess some level of personal resilience, enabling them to manage stress, adapt to changes, and maintain a positive attitude even during difficult situations. More so, the result coincides with the idea of Le Cornu (2011) that those leaders display moderate adaptive leadership skills, being able to adjust their approach in response to changes and challenges, but there might still be room to further fine-tune this ability.

Table 4: Affectionate Leadership Styles of School Principals in Terms of Building Resilience

| Statement | Mean | Descriptive Rating |
|---|-------------|-----------------------------|
| The school principal support those around him/her when they are facing opposition. | 2.78 | Moderately Extensive |
| The school principal ensure there is additional support to help the team work positively through obstacles. | 3.45 | Extensive |
| The school principal provides encouragement to others during challenging times. | 3.66 | Extensive |
| The school principal puts others in positions where they build their comfort and resilience. | 3.22 | Moderately Extensive |
| The school principal try and help people re-frame their fears into more rational thoughts. | 3.41 | Extensive |
| <i>Mean</i> | <i>3.30</i> | <i>Moderately Extensive</i> |

- *Involve Others.* Table 5 shows that affectionate leadership styles of school principals in terms of involve others Teachers in Matanao District II, Davao del Sur, described teachers as comprehensive with a class average of 3.58. This means that public K-12 teachers often observe this area. The average score for the different items varies from 2.76 to 4.01. In Asian Group Discussions, the headmaster is sure to address those who are unlikely to speak. It has an average rating of 2.76, which is described

as moderately broad and interpreted as sometimes expressed by the country's primary school teachers. In addition, the section The school principal tries to help people formulate their fears into rational thoughts. The average rating is 4.01, which is described as broad and interpreted as the passage is often perceived.

This means that the skill and capacity of school principals to engage various stakeholders within the school community in the process of making choices, setting directions, and determining courses of action that affect the school's operations, policies, and overall environment is oftentimes observed. This supports the view of Reese (2014) that principals who possess this ability actively seek input and perspectives from teachers, staff, students, parents, and other relevant stakeholders when considering important decisions. They view decision-making as a collective effort rather than a top-down process.

Table 5. Affectionate Leadership Styles of School Principals in Terms of Involve Others

| Statement | Mean | Descriptive Rating |
|--|-------------|----------------------|
| The school principal try and help people re-frame their fears into more rational thoughts. | 4.01 | Extensive |
| In meetings, the school head make sure everyone has a voice. | 3.64 | Extensive |
| The school principal invites input for challenging decisions. | 3.51 | Extensive |
| In group discussions the school head make sure to reach out to those that are less likely to speak up. | 2.76 | Moderately Extensive |
| The school principal appreciate others' perspectives when making decisions. | 3.99 | Extensive |
| <i>Mean</i> | <i>3.58</i> | <i>Extensive</i> |

- *Lead the Whole Person.* Specifically, affectionate leadership styles of school principals in terms of lead the whole person acquired a category mean of 3.57 described as extensive which means that this domain of affectionate leadership styles of school principals is oftentimes observed by the respondents. The table also shows that the average score of the items fluctuates between 3.33 and 3.85. It is noteworthy that in the section Developing collaborative relationships between students, assistant teachers, community and parents, the average score is 3.33, which is described as moderately broad and interpreted as moderate, in the section Ensuring the growth of students in completing tasks , it is an average score. 3.85, described as broad and interpreted as commonly observed.

This implies that the skill and capability of educational leaders to not only focus on the academic and professional aspects of the individuals within their school community but also to address their personal, emotional, and holistic well-being is oftentimes observed. The result is in agreement to the view of Naile (2014) that principals who lead the whole person demonstrate a high level of emotional intelligence, which allows them to understand and empathize with the emotions, needs, and concerns of students, teachers, staff, and other stakeholders. Adding more, this finding is in agreement to the proposition of Mukeshimana (2016) that these leaders provide support that goes beyond academic or professional matters, acknowledging and addressing the mental, emotional, and physical well-being of individuals within the school community. This reflects a commitment to nurturing the complete growth and well-being of individuals within the school community.

Table 6: Affectionate Leadership Styles of School Principals in Terms of Lead the Whole Person

| Statement | Mean | Descriptive Rating |
|---|-------------|----------------------|
| 1. The school principal can overlook subtle changes in the people he/she lead. | 3.85 | Extensive |
| 2. It is easy for the school principal to understand the motivations of others. | 3.67 | Extensive |
| 3. The school principal can miss the underlying emotions in a situation. | 3.33 | Moderately Extensive |
| 4. When listening to others, the school head take time to consider their perspective and empathize. | 3.38 | Moderately Extensive |
| 5. The school head is understanding of the unique circumstances of the subordinates' lives outside of work. | 3.64 | Extensive |
| <i>Mean</i> | <i>3.57</i> | <i>Extensive</i> |

- *Look for the Greatness of Others.* Table 7 shows that affectionate leadership styles of school principals in terms of look for the greatness of others was described by Teachers in Matanao District II, Davao del Sur state are equally wide with a grade point average of 3.43. This means that teachers often perceive the soft leadership style of school principals. The average score for the different items varies from 2.82 to 3.91. The element Leader looks for ways to show team talent has a mean score of 2.82, which is described as moderately broad and interpreted as something that respondents sometimes notice. In addition, the element Headmaster hesitates to give feedback to others has a mean score of 3.91, which is described as broad and interpreted as something that teachers often observe.

This implies that the ability to identify and acknowledge the unique strengths, talents, abilities, and positive qualities that individuals within their school community possess is oftentimes observed. The result is in agreement to the idea of Nelson et al. (2010) that leaders who possess this skill provide positive reinforcement and recognition for the strengths and achievements of

students, teachers, staff, and other members of the school community. This can boost morale and motivation. This also supports the findings of Pulakos et al. (2010) that acknowledging the unique strengths of diverse individuals helps create an inclusive environment where all members of the school community feel valued and respected for their contributions.

Table 7: Affectionate Leadership Styles of School Principals in Terms of Look for the Greatness of Others

| Statement | Mean | Descriptive Rating |
|---|-------------|----------------------|
| The school principal provides several training opportunities to the team. | 3.63 | Extensive |
| The school principal have given candid and constructive feedback to people on the team. | 3.49 | Extensive |
| The school principal looks for opportunities to showcase the team's talents. | 2.82 | Moderately Extensive |
| The school principal is hesitant to provide feedback to others. | 3.91 | Extensive |
| The school head get impatient with employees that are not able to deliver results. | 3.28 | Moderately Extensive |
| <i>Mean</i> | <i>3.43</i> | <i>Extensive</i> |

- *Make Others Feel Important.* Specifically, affectionate leadership styles of school principals In terms of feeling important to others, the class average is described as wide at 3.60, which means that teachers in public elementary schools in Matanao District II, Davao del Sur often perceive that soft management style of school principals. The table also shows that the mean of the items fluctuates between 3.19 and 4.03. It is worth noting that the Unit Director wants to know direct reports on a deeper level has an average rating of 3.19, which is described as moderately broad, moderately interpreted as sometimes observed, while the Unit Director made a real relationship with several direct reports. has an average rating of 4.03, which is described as broad and often interpreted as an identified target.

This means that the intentional and genuine effort by educational leaders, such as school principals, to value, recognize, and prioritize the feelings, contributions, and well-being of all individuals within the school community is oftentimes observed. The finding agrees to the view of Khan et al. (2015) that Valuing each individual's importance strengthens relationships between school leaders, teachers, students, parents, and staff, fostering trust and open communication. This finding is congruent to the idea of Houston (2021) that making others feel important encourages open and honest communication, where individuals are more likely to express their thoughts, concerns, and ideas.

Table 8: Affectionate Leadership Styles of School Principals in Terms of Make Others Feel Important

| Statement | Mean | Descriptive Rating |
|---|-------------|----------------------|
| The school principal have made a genuine connection with several of direct reports. | 4.03 | Extensive |
| The school principal recognize the positive contributions the direct reports have made. | 3.64 | Extensive |
| The school principal have shown the team that he/she is willing to do hard work alongside them. | 3.51 | Extensive |
| The school head seeks to know the direct reports on a deeper level. | 3.19 | Moderately Extensive |
| The school principal is quick to respond when a direct report reaches out to him. | 3.65 | Extensive |
| <i>Mean</i> | <i>3.60</i> | <i>Extensive</i> |

- *Provide Others Safe Spaces.* Table 9 shows that affectionate leadership styles of school principals in terms of provide others safe spaces wasteachers rate it as broad, with a category average of 3.44, and interpret it as frequently observed by respondents. The average score for the different items varies from 2.89 to 3.87. On the other hand, the goal. The school leader has clear tools to involve others in the group discussion. It has an average rating of 2.89, which is described as moderately broad and interpreted as sometimes observed by respondents. On the other hand, the element School director invites an open and honest discussion when speaking with the group, reflects the broadly described mean of 3.87, which the respondents often observed.

Table 9: Extent of Affectionate Leadership Styles of School Principals in Terms of Provide Others Safe Spaces

| Statement | Mean | Descriptive Rating |
|--|-------------|----------------------|
| The school principal have explicit ways to include others in a team conversation. | 2.89 | Moderately Extensive |
| The school principal invites open and honest dialogue when speaking with the team. | 3.87 | Extensive |
| If someone is being silent during a heated team discussion, the school head make sure to ask them for their input. | 3.44 | Extensive |
| The school principal welcomes others to correct his/her way of thinking | 3.23 | Moderately Extensive |
| The school principal welcomes others to challenge own ideas. | 3.77 | Extensive |
| <i>Mean</i> | <i>3.44</i> | <i>Extensive</i> |

The result means that the ability to create and maintain environments where individuals within the school community feel physically, emotionally, and psychologically safe to express themselves, share their thoughts, opinions, concerns, and engage in open dialogue without fear of judgment, reprisal, or discrimination is oftentimes observed. This finding is in agreement to the view

of Lee and Hallinger (2012) that safe spaces provide a platform for offering constructive feedback that can lead to growth and improvement without causing harm. This also supports the assertion of Murphy et al. (2016) that providing safe spaces in educational leadership is essential for creating a nurturing and conducive learning environment. When individuals feel safe to express themselves and engage in dialogue without fear, it leads to improved relationships, enhanced emotional well-being, and a more inclusive and supportive school culture.

Lastly, Table 10 summarizes the leadership styles of school principals' engagement among teachers in Matanao II District, Davao del Sur. It shows that the average mean of the soft management style of school principals is 3.46, which is described as broad. This means that the soft management style of school principals is often observed. In addition, principals' loving leadership styles of making others feel important received the highest mean score of 3.60, which was described as broad and often interpreted as observed, while principals' loving leadership styles of building resilience received the lowest mean. score 3.30 is described as moderately broad and interpreted as was sometimes observed by public elementary school teachers.

Table 10: Summary on Affectionate Leadership Styles of School Principals in Matanao District II, Davao del Sur

| Indicators | Mean | Descriptive Equivalent |
|-------------------------------------|-------------|------------------------|
| Creating Listening Culture | 3.53 | Extensive |
| Self-Leadership Skills | 3.39 | Moderately Extensive |
| Empower Others to Make Decision | 3.34 | Moderately Extensive |
| Building Resilience | 3.30 | Moderately Extensive |
| Involve Others | 3.58 | Extensive |
| Manage the entire person | 3.57 | Extensive |
| strive for excellence in others; | 3.43 | Extensive |
| encourage others to feel important; | 3.60 | Extensive |
| provide them with a safe space. | 3.44 | Extensive |
| Overall | 3.46 | Extensive |

The extensive rating affectionate leadership styles of school principals in Matanao District II, Davao del Sur indicates that the leadership approach that emphasizes warmth, caring, empathy, and supportive relationships with teachers, staff, students, and other stakeholders within the school community is oftentimes observed by the respondents. This finding is in agreement with the view of Nishioka (2019) that affectionate leadership can foster a positive and inclusive school climate where individuals feel valued, respected, and supported. This can lead to improved morale, motivation, and overall well-being among teachers, staff, and students. In addition, the result supports the view of Lasater (2016) that affectionate leadership creates an environment where students feel safe, respected, and understood. This can contribute to higher levels of student engagement, participation, and a positive attitude towards learning.

B. Teachers' Professional Endeavor

- **Planning.** Teachers' professional endeavor in terms of design is described as comprehensive with a category average of 3.75. This means that the professional design work of teachers is often visible. The average score for the different items varies from 3.27 to 4.21. The item Develop an appropriate learning assessment reflects a mean score of 3.27, is described as moderately broad, and is interpreted as occurring occasionally. In addition, the Creating an Appropriate Curriculum section has an average score of 4.21, which is described as very broad, interpreted as something that always manifests itself.

This suggest that teachers' ability to create well-structured curricula, develop appropriate learning materials, design engaging activities, and employ effective teaching strategies to facilitate meaningful learning experiences for students is oftentimes manifested. This finding is consistent with Joynes et al. (2019) that keeping teachers informed, knowledgeable and competent through effective teaching strategies requires emphasizing professional development so that teachers become action researchers themselves and provide opportunities for collaboration with colleagues. This also agrees with Darling-Hammond et al. (2017) that when teachers are skilled at designing curriculum and instruction, they can design learning experiences that meet educational standards and goals. This, in turn, leads to improved student learning outcomes and achievement.

Table 11: Teachers' Professional Endeavour in Terms of Planning

| Statement | Mean | Descriptive Rating |
|---|------|----------------------|
| Understanding the ideas and framework of school curriculum. | 4.11 | Extensive |
| Participating in school curriculum development. | 3.42 | Extensive |
| Making suitable instructional plan | 4.21 | Very Extensive |
| Drafting suitable learning assessment. | 3.27 | Moderately Extensive |
| Mean | 3.75 | Extensive |

- Instruction.** Likewise, in terms of dimension on instruction, it reflects a class average of 3.18, which is described as moderately broad and is sometimes interpreted as the professional aspirations of teachers in the Matanao II District of Davao del Sur. Average scores for different items vary between 2.22 and 3.98. In particular, the average score for the correct use of textbooks section is 2.22, which is described as less comprehensive, interpreted as a rarely manifested object. The Applicant Rating section broadly reflects the reported mean of 3.98 and is interpreted as a common problem.

This means that sometimes teachers have the ability to flexibly adapt their teaching strategies, approaches and methods to the unique needs, characteristics and challenges of different teaching contexts. This finding supports Noi et al. (2016), teachers who can adapt their knowledge and approaches are better able to adapt their teaching to individual and group needs. This personalization leads to more targeted and effective learning experiences. Adding more, the findings agrees with Masoumpanah and Zarei (2014) that adaptable teachers can create varied and engaging activities that cater to different learning preferences. This helps maintain high levels of student engagement and interest in the subject matter.

Table 12: Teachers’ Professional Endeavour in Terms of Instruction

| Statement | Mean | Descriptive Rating |
|--|------|----------------------|
| Presenting subject matter appropriately. | 3.18 | Moderately Extensive |
| Using textbooks appropriately. | 2.22 | Less Extensive |
| Applying effective teaching methods. | 3.05 | Moderately Extensive |
| Using instructional resources properly. | 3.48 | Extensive |
| Implementing learning assessment properly. | 3.98 | Extensive |
| Mean | 3.18 | Moderately Extensive |

- Management.** This dimension has a category average of 3.71 and is described as broad, which means that this particular area of teachers' professional functioning occurs frequently. In addition, the average scores for the different items vary between 3.55 and 3.95. In particular, the item Effective use of learning resources shows an average score of 3.55, which is described as broad, which is often interpreted as an obvious item. The item Creating a safe environment conducive to learning reflects a broadly described mean score of 3.95, which is interpreted as something that respondents often report.

This implies that teachers’ ability to effectively organize and oversee the physical and social aspects of the learning environment to create an optimal setting for learning is oftentimes manifested. This finding supports the study of Valentine et al. (2014) that effective classroom management fosters a positive and conducive learning environment where students feel safe, respected, and engaged. This can enhance students' motivation, participation, and overall learning outcomes. Adding more, the result is congruent with the findings of Hodges (2015) that effective classroom management involves clear communication of expectations, rules, and procedures. This minimizes misunderstandings and promotes a sense of order and structure.

Table 13: Teachers’ Professional Endeavour in Terms of Management

| Statement | Mean | Descriptive Rating |
|---|------|--------------------|
| Creating good climate of class interaction. | 3.76 | Extensive |
| Creating a safe environment conducive to learning. | 3.95 | Extensive |
| Establishing classroom regulations conducive to learning. | 3.62 | Extensive |
| Managing personal time effectively. | 3.65 | Extensive |
| Using teaching resources effectively. | 3.55 | Extensive |
| Mean | 3.71 | Extensive |

- Evaluation.** This specific domain of teacher professional functioning reflects a broad class average of 3.55, meaning that it occurs frequently. In particular, the average scores for the different items vary between 3.24 and 3.95. The table also shows that the mean for the item containing basic information about teaching evaluation is 3.24, which is described as moderately broad, interpreting it as an item that occurs occasionally. In contrast, the item Participation in the design and implementation of curriculum evaluation reflects an average score of 3.95, which is described as broad, interpreted as it often appears.

The result suggests that the ability to critically analyze curriculum materials, teaching methods, and assessment strategies to ensure that they are aligned with educational goals, effective in promoting learning, and responsive to student needs is oftentimes manifested by the respondents. This result supports the findings of Kao and Lin (2015) that a high level of perception towards curriculum and instructional evaluation competence empowers teachers to make informed decisions, adapt their teaching methods, and continuously improve their instructional practices. It leads to more effective teaching, enhanced student learning, and a stronger contribution to the educational community.

Table 14: Teachers' Professional Endeavour in Terms of Assessment

| Statement | Mean | Descriptive Rating |
|--|------|----------------------|
| Participation in the selection and evaluation of textbooks. | 3.76 | Extensive |
| Participation in the planning and implementation of curriculum evaluation. | 3.95 | Extensive |
| Possessing basic knowledge of instructional evaluation. | 3.24 | Moderately Extensive |
| Getting involved in the planning and implementation of instructional evaluation. | 3.49 | Extensive |
| Conducting self-appraisal of teaching. | 3.42 | Extensive |
| Applying results of instructional evaluations to improve teaching quality. | 3.44 | Extensive |
| Mean | 3.55 | <i>Extensive</i> |

Table 15 shows extent of teachers' professional endeavour in Matanao District II, Davao del Sur. The overall mean of the teachers' professional endeavour is 3.55 described as extensive and interpreted as oftentimes manifested. In addition, teachers' professional planning work received the highest mean score of 3.75, described as broad and often interpreted as expressive, while teachers' professional aspiration in teaching received the lowest mean score of 3.18, described as moderately broad and interpreted as public K-12 teachers sometimes demonstrate.

Table 15: Summary on Teachers' Professional Endeavour in Matanao District II, Davao del Sur

| Indicators | Mean | Descriptive Equivalent |
|----------------|-------------|-------------------------|
| Planning | 3.75 | Extensive |
| Instruction | 3.18 | Moderately Extensive |
| Management | 3.71 | Extensive |
| Assessment | 3.55 | Extensive |
| Overall | 3.55 | <i>Extensive</i> |

It suggests that the diligent and proactive efforts of teachers to continuously improve their teaching practices, improve their skills, foster a professional community and positively influence student learning. This finding is consistent with Twining et al. (2013), teachers who embrace professional aspirations understand the importance of continuous learning and professional development throughout their careers. Adding more, the result supports the assertion of Mcgee (2015) that engaging in professional endeavors encourages teachers to collaborate with colleagues, share insights, and collectively develop solutions to educational challenges. In addition, this is congruent to the view of King and Stevenson (2017) that teachers who strive for professional development are more inclined to experiment with new teaching approaches, adopt technology proficiently, and adapt to changing educational practices.

C. Supportive School Culture

As shown in Table 16, the class mean of supportive school culture in Matanao II District, Davao del Sur is 3.57, which is described as wide and often interpreted as obvious. In addition, the average scores for the various items range from 3.21 to 3.96. In particular, the principal supports my decisions and actions with an average score of 3.21, which is described as moderately broad and interpreted as something that sometimes happens among public elementary school teachers. Goal School climate created by a strong leadership team and staff contributes to a positive teaching climate, reflecting an average score of 3.96, which is described as broad and often interpreted as obvious.

The result refers to an educational environment in which all stakeholders - students, teachers, staff, administrators, parents and the community - work together to create a positive, inclusive and supportive climate that promotes academic, social, emotional and personal development. growth is often evident in Matanao II District, Davao del Sur. This finding is in agreement to the view of Rossi (2018) that a supportive school culture promotes a positive and safe learning environment where students feel comfortable expressing themselves, taking risks, and engaging in meaningful learning experiences. Adding more, the result corroborates with the idea of Djonko-Moore (2015) that a supportive culture equips individuals with skills to address conflicts and challenges in a constructive and respectful manner.

Table 16: Supportive School Culture in Matanao District II, Davao del Sur

| Statement | Mean | Descriptive Rating |
|---|------|----------------------|
| My principal supports my decisions and actions. | 3.21 | Moderately Extensive |
| My principal is very supportive of the staff in introducing new teaching methods. | 3.52 | Extensive |
| My principal to ensure that we have the necessary materials to complete the study assignments. | 3.68 | Extensive |
| The school atmosphere created by a strong management team and the support of the staff help to create a positive learning environment.. | 3.96 | Extensive |
| My school principal provide me all kind of supports in order to complete my tasks. | 3.49 | Extensive |
| Mean | 3.57 | <i>Extensive</i> |

D. Relationship among Affectionate Leadership Styles of School Principals, Teachers’ Professional Endeavour, and Supportive School Culture

The results on the analysis on the relationship among affectionate leadership styles of school principals, teachers’ professional endeavor, and supportive school culture in Matanao District II, Davao del Sur are presented. Bivariate correlation analysis using Pearson correlation moment correlation was used to determine the relationship between the aforementioned variables.

Meanwhile, Table 17 shows that loving leadership style of school principals has a significant positive relationship with professional aspirations of teachers in Matanao II District, Davao del Sur with a p-value of 0.000 less than 0.05 (two-tailed).) ($r = 0.430, p < 0.05$). This means that as the extent of the soft management style of school leaders changes, the professional aspirations of teachers and the supportive school culture also change significantly. This leads to the rejection of the null hypothesis that there is no significant relationship between the two: affectionate leadership styles of school principals and teachers’ professional endeavor, and supportive school culture in Matanao District II, Davao del Sur. This finding corroborates with the idea of Louis et al. (2016) that affectionate leaders create a positive and supportive environment where teachers feel valued and cared for. It can improve the teacher’s well-being, reduce stress and increase job satisfaction. When teachers are emotionally supported, they are more likely to be engaged and motivated in their work.

On one hand, the result shows that the relationship between affectionate leadership styles of school principals and supportive school culture in Matanao District II, Davao del Sur has a significant positive relationship with a p value of 0.00 which is lower than the alpha value of 0.05 ($r = 0.453 p < 0.05$). This means that as the range of loving leadership styles of school principals changes, the extent of supportive school culture in Matanao District II in Davao del Sur also significantly changes. This is congruent to Mourão’s (2018) assertion that affectionate leaders serve as role models for the kind of behavior they want to see in the school community. When leaders consistently demonstrate supportive attitudes and actions, it encourages teachers and other staff members to emulate similar behaviors, fostering a positive environment.

On the other hand, the result shows that supportive school culture has a significant positive relationship with the teachers’ professional endeavor in Matanao District II, Davao del Sur with a p-value of .00 that is less than alpha set at .05 ($r = 0.629 p < .05$). This means that if the extent of supportive school culture changes, teachers’ professional endeavor in Matanao District II in Davao del Sur also significantly changes. This is congruent to Philips and Wong’s (2010) conclusion that a supportive school culture fosters an environment where teachers feel valued, respected, and appreciated. This positive atmosphere contributes to increased job satisfaction as teachers are more likely to enjoy their work and feel a sense of fulfillment.

Table 17: Relationship among Affectionate Leadership Styles of School Principals, Teachers’ Professional Endeavour, and Supportive School Culture in Matanao District II, Davao del Sur

| Variables | Teachers’ Professional Endeavour | Supportive School Culture |
|---|----------------------------------|---------------------------|
| Affectionate Leadership Styles of School Principals | 0.430** | 0.453** |
| | 0.000 | 0.000 |
| Teachers’ Professional Endeavour | 1 | 0.629** |
| | | 0.000 |
| **Significant @ $p < 0.05$ | | |

Mediating Effect of Supportive School Culture on the Relationship Between Affectionate Leadership Styles of School Principals and Teachers’ Professional Endeavour in Matanao District II, Davao del Sur

The mediating effect of supportive school culture (SSC) on the relationship between affectionate leadership styles of school principals (ALS) and teachers’ professional endeavor (PE) were tested on JASP software using Structural equation model through mediation analysis. Results on the Table 18 shows that the total effect of affectionate leadership styles of school principals (ALS) as the independent variable on the teachers’ professional endeavor (PE), which is this study’s dependent variable is significant, is significant as evident on the estimate value of 0.432 and $p < 0.05$. On one hand, it could be seen on the table that the direct effect of affectionate leadership styles of school principals (ALS) on the teachers’ professional endeavor (PE), is significant as indicated by estimate value of 0.213, $p < 0.05$. Lastly, affectionate leadership styles of school principals (ALS) on the teachers’ professional endeavor (PE) with supportive school culture (SSC) as mediator, is significant as indicated by the estimate value of 0.218 and $p < 0.05$. Therefore, partial mediation took place. This leads to the rejection of null hypothesis that supportive school culture (SSC) does not mediate the relationship between affectionate leadership styles of school principals (ALS) and teachers’ professional endeavor (PE) in Matanao District II, Davao del Sur.

Table 18: Mediating Effect of Supportive School Culture on the Relationship Between Affectionate Leadership Styles of School Principals and Teachers’ Professional Endeavour in Matanao District II, Davao del Sur

| Effect Type | Path | Estimate | Std. Error | z-value | p-value |
|-------------------------------------|----------------|----------|------------|---------|---------|
| Indirect Effect Components | ALS → SSC → PE | 0.218 | 0.040 | 5.410 | 0.000 |
| Direct Effect | ALS → PE | 0.213 | 0.056 | 3.813 | 0.000 |
| Total Effect | ALS → PE | 0.432 | 0.064 | 7.195 | 0.000 |
| Estimated Mediation Effect = 0.5046 | | | | | |

Legend: ALS=Affectionate Leadership Styles, PE=Teachers’ Professional Endeavour, SSC=Supportive School Culture

The results of the calculation of the effect size of the mediation test between the three variables are added to the table. The effect size measures how much of the influence of principals' affectionate leadership styles (ALS) on teachers' professional performance (PE) is due to an indirect path. As shown in the figure, the correlation index is 0.5046, which indicates that about 57.51 percent of the total effect of the independent variable on the dependent variable is through the mediating variable, and about 49.54 percent of the total effect is direct. or mediated. along with other variables not in the model.

Through mediation analysis, the mediation model was shown in Figure 2 was generated. The significant mediating role of supportive school culture (SSC) between the loving leadership styles of school principals (ALS) and the professional aspirations of teachers (PE) results from the existence of a relationship between these variables. This study highlights that supportive school culture (SSC) is an undeniable factor that has a positive relationship between the loving leadership styles of school principals (ALS) and the professional aspirations of teachers in Matanao II District, Davao del Sur.

The result corroborates with Rivera-McCutchen’s (2014) proposition that affectionate leadership fosters trust and open communication between principals and teachers. When teachers feel comfortable approaching their leaders with ideas, concerns, or challenges, it promotes a culture of collaboration. This collaborative environment can lead to more effective problem-solving and innovative teaching approaches. Lastly, the result supports Homans’ (1958) Social Exchange Theory which emphasizes that the care and support shown by principals can create a positive exchange dynamic. Teachers might reciprocate this care by investing more in their professional growth and contributing more effectively to the school community.

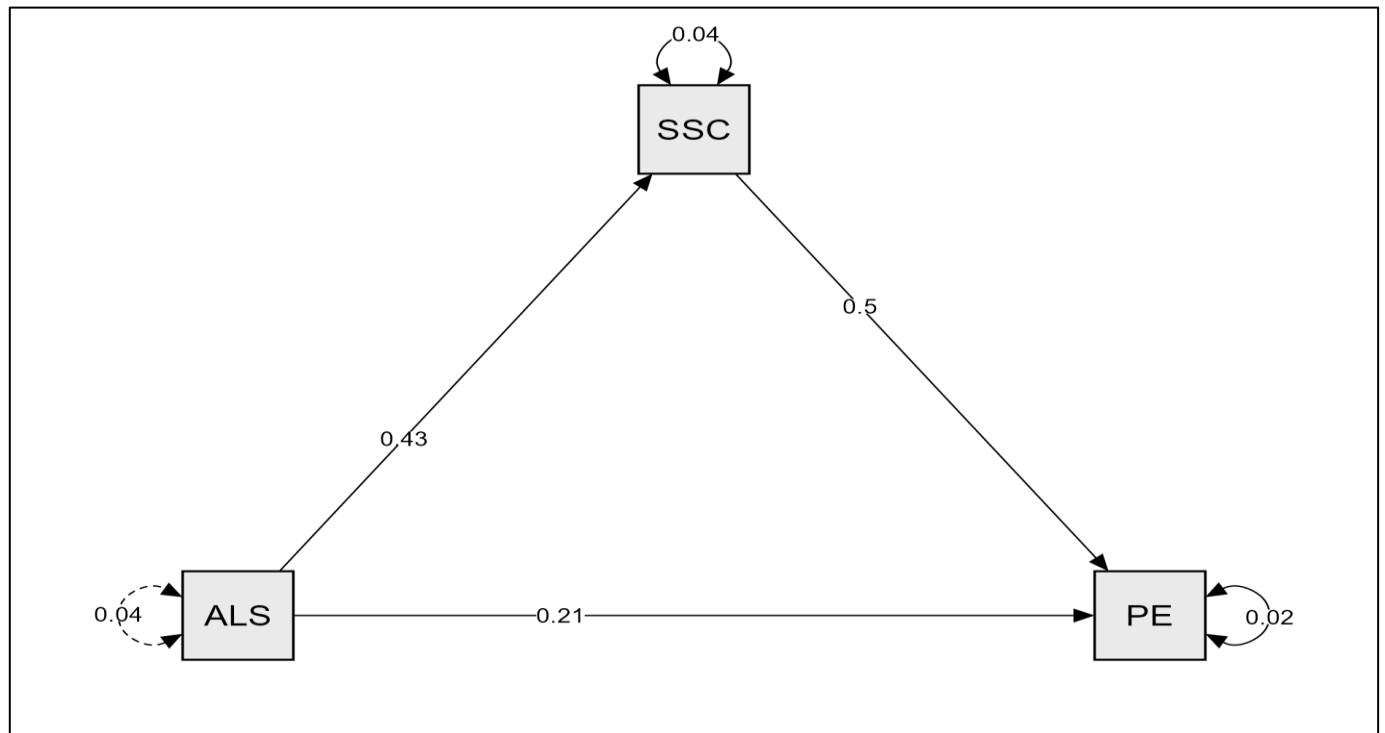


Fig 2: Mediation Model

CHAPTER FOUR CONCLUSIONS AND RECOMMENDATIONS

This section presents the researcher's conclusion and recommendation. The discussion is supported by the literature presented in the first chapters and the conclusion is consistent with the problem statements presented in this study.

A. *Summary of the Findings*

The main objective of this study was to evaluate the mediating effect of a supportive school culture on the relationship between the affective leadership styles of principals and the professional achievement of teachers using a non-experimental quantitative design using a descriptive correlational technique. The researcher selected 200 elementary school teachers in Matanao II District of Davao City as respondents using a stratified random sampling method. The researcher used modified and improved customized questionnaires that were piloted in a nearby school to ensure high reliability and internal consistency of the instrument's items.

The extent of loving leadership styles of school principals in Matanao Region II, Davao del Sur received an overall mean of 3.46 with a broad descriptive rating. Also, soft leadership styles of school principals are related to creating a culture of listening, developing self-management skills, making decisions for others, building resilience, involving others, leading the whole person, looking for greatness in others, feeling important in others, and providing appropriate safe spaces for others the mean scores of 3.53, 3.39, 3.34, 3.30, 3.58, 3.57, 3.43, 3.60, and 3.44, respectively.

The extent of teachers' professional endeavor in Matanao District II, Davao del Sur has an overall mean of 3.55 with an extensive descriptive rating. Also, teachers' professional endeavor in terms of planning, instruction, management, and assessment obtained the mean scores of 3.75, 3.18, 3.71 and 3.55, respectively. More so, the extent of supportive school culture in Matanao District II, Davao del Sur has an overall mean of 3.57 with an extensive descriptive rating.

The findings indicated that the professional aspirations of teachers and school principals' commitment leadership styles have a significant impact on their success with p-value .000 below the 0.05 level of significance (two-tailed) ($r = 0.430$, $p < 0.05$). On the other hand, affectionate leadership styles of school principals has a significant positive relationship with the teachers' professional endeavor with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .629$, $p < 0.05$).

Supportive school culture partially mediates the relationship between affectionate leadership styles of school principals and teachers' professional endeavor in Matanao District II, Davao del Sur. The analysis obtained the estimates value of 0.218 with $p < 0.05$, 0.213 with $p < 0.05$, and 0.432 with $p < 0.05$ for indirect, direct, and total effects, respectively. Moreover, the ratio index obtain value of 0.5046, indicating that approximately 50.46 percent of the total effect of the independent variable on the dependent variable is through the mediator variable, and approximately 49.54 percent of the total effect is either direct or mediated by other variables not in the model.

B. *Conclusions*

Based on the results of this study, several conclusions were drawn:

The affectionate leadership styles of school principals in Matanao District II, Davao del Sur was extensive. This implies that the leadership approach that emphasizes warmth, caring, empathy, and supportive relationships with teachers, staff, students, and other stakeholders within the school community is oftentimes observed.

Teachers' professional endeavor in Matanao District II, Davao del Sur was rated as extensive. This suggests that teachers' dedicated and proactive efforts to continuously improve their teaching practices, enhance their skills, contribute to their professional community, and make a positive impact on student learning is oftentimes manifested.

Supportive school culture in Matanao District II, Davao del Sur was extensive. This suggests that the environment within an educational institution where all stakeholders—students, teachers, staff, administrators, parents, and the community—work collaboratively to create a positive, inclusive, and nurturing atmosphere that fosters academic, social, emotional, and personal growth is oftentimes evident.

Affectionate leadership styles of school principals has positive significant relationship with teachers' professional endeavor and supportive school culture in Matanao District II, Davao del Sur. Also, supportive school culture has positive significant relationship with teachers' professional endeavor in Matanao District II, Davao del Sur.

Supportive school culture partially mediates the relationship between principals' loving leadership styles and teachers' professional aspirations in Matanao II District, Davao del Sur. Thus, it can be said that a supportive school culture is an undeniable factor that has a positive relationship between the loving leadership styles of school principals and the professional effectiveness of teachers in District II of Matanao, Davao del Sur.

C. Recommendation

The researcher recommends the Department of Education which may provide principals with training on emotional intelligence, effective communication, active listening, and empathy. These skills are crucial for demonstrating an affectionate leadership style. DepEd may also create mentorship programs for school principals where experienced leaders can guide them in adopting and refining affectionate leadership behaviors, and establish regular feedback loops for principals to receive input from teachers and staff regarding their leadership style. Constructive feedback can help principals gain insight into your strengths and development objectives.

Further, the researcher recommends that school principals can provide ample opportunities for teachers to participate in workshops, seminars, conferences and collaborative learning experiences. This encourages them to invest in their professional growth. They may acknowledge and celebrate teachers' achievements and contributions. Publicly recognizing their efforts boosts morale and motivates them to continue striving for excellence. Also, principals should serve as role models, consistently demonstrating the affectionate behaviors they expect from their teachers. Leading by example creates a ripple effect throughout the school community.

Furthermore, school principals should ensure open and transparent communication between school leaders, teachers, and staff. Encourage regular discussions about school goals, initiatives, and concerns. They should involve teachers in decision-making processes that affect the school's culture and policies. Their input fosters a sense of ownership and inclusivity.

In addition, researchers should do further analysis on the factor that can influence the relationship between the commitment of school principals to leadership styles and the behavior of teachers, because only 50.46 percent of the total effect of the independent variable on the dependent variable is through the mediator variable which supports school culture.

REFERENCES

- [1]. Baker, E. (2015). *Exploring meanings of professional development: Teacher perspectives*. Retrieved November 9, 2021 from <https://core.ac.uk/download/pdf/62779978.pdf>
- [2]. Bandy, J. (2020). *Learning to apply knowledge and skills to benefit others or serve the public good*. Retrieved November 10, 2021 from <https://www.ideaedu.org/idea-notes-on-learning/learning-to-apply-knowledge-and-skills-to-benefit-others-or-serve-the-public-good/>
- [3]. Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 Coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Res.* 5 (4), 1–9. Retrieved November 1, 2021 from doi:10.29333/pr/7937
- [4]. Bhaumik, R., & Priyadarshini, A. (2020). E-readiness of senior secondary school learners to online learning transition amid COVID-19 lockdown. *Asian Journal of Distance Education*, 15(1), 244-256.
- [5]. Bouchard, K., & Berg, D. H. (2017). Students' school belonging: Juxtaposing the perspectives of teachers and students in the late elementary school years (Grades 4–8). *School Community Journal*, 27(1), 107-136. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1146469.pdf>
- [6]. Bourdesa, N. (2016). The importance of teachers' training and professional development programs in the Algerian educational context: Toward informed and effective teaching practices. *Expériences Pédagogiques*, 1,1-15. Retrieved November 7, 2021 from https://exp-pedago.ens-oran.dz/experiencespedagogiques/contributions_numerol/naceraBOUDERSA.pdf
- [7]. Chi-Kin Lee, J. (2020). "Managing and Leading university Response to Support Psychosocial Health during COVID-19 Pandemic," in Webinar Series 2 in SEAMEO's Response to Pandemic COVID-19 (SEAMWO).
- [8]. Chiu, M. M., Chow, B., McBride, C., & Mol, S. T. (2016). Students' sense of belonging at school in 41 countries: Cross-cultural variability. *Journal of Cross-Cultural Psychology*, 47(2), 175–196. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0022022115617031>
- [9]. Cunningham, G. O., & Groom, L. D. (2018). Exploring the predictive relationship between perceived caring by school principals and teacher absenteeism and retention. *Journal of Education & Social Policy*, 5(4), 121-130. Retrieved from http://jespnet.com/journals/Vol_5_No_4_December_2018/15.pdf
- [10]. Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Edition). Boston: Pearson Education, Inc.
- [11]. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacherprofessional development*. Palo Alto, CA: Learning Policy Institute.
- [12]. Dayagbil, F., Palompon, D., Garcia, L. L., Olvido, M. M. J. (2021). *Teaching and learning continuity amid and beyond the pandemic*. Retrieved November 1, 2021 from <https://www.frontiersin.org/articles/10.3389/feduc.2021.678692/full>
- [13]. De Guzman, L. (2021). *Educators conduct online webinar series to transform education in the Philippines*. Retrieved November 1, 2021 from <https://www.globalpeace.org/blog/educators-conduct-online-webinar-series-transform-education-philippines>
- [14]. Dhawan, S. (2020). Online learning: A Panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22. Retrieved November 1, 2021 from <https://journals.sagepub.com/doi/pdf/10.1177/0047239520934018>.
- [15]. Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant leadership: A systematic review and call for future research. *The Leadership Quarterly*, 30(1), 111-132. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1048984317307774>
- [16]. García, E., & Weiss, E. (2019). *The role of early career supports, continuous professional development, and learning communities in the teacher shortage*. Retrieved November 8, 2021 from <https://www.epi.org/publication/teacher-shortage-professional-development-and-learning-communities/>
- [17]. Haiyan, Q., Walker, A., & Xiaowei, Y. (2017). Building and leading a learning culture among teachers: A case study of Shanghai primary school. *Journal of Educational Administration*, 45(1), 101–122.
- [18]. Hall, A. B., & Trespalacios, J. (2019). Personalized professional learning and teacher self-efficacy for integrating technology in K–12 classrooms. *Journal of Digital Learning in Teacher Education*, 35(4), 221-235. Retrieved November 10, 2021 from <https://doi.org/10.1080/21532974.2019.1647579>
- [19]. Hernando-Malipot, M. (2020). *Public school teachers receive specialized training under the 'new normal' in education*. Retrieved November 1, 2021 from <https://mb.com.ph/2020/10/27/public-school-teachers-receive-specialized-training-under-the-new-normal-in-education/>
- [20]. Ingersoll, R., Merrill, L., & Stuckey, D. (2014). *Seven trends: The transformation of the teaching force*. Retrieved from <http://www.cpre.org/7trends>
- [21]. Jones, W. M., & Dexter, S. (2016). How teachers learn: The roles of formal, informal, and independent learning. *Educational Technology Research and Development*, 62(3), 367–384. Retrieved November 9, 2021 from <https://www.learntechlib.org/p/153779/>
- [22]. Joynes, C., Rossignoli, S., & Amonoo-Kuofi, E. F. (2019). *21st century skills: evidence of issues in definition, demand and delivery for development contexts*. Knowledge, Evidence and Learning for Development. Retrieved November 10, 2021 from https://assets.publishing.service.gov.uk/media/5d71187ce5274a097c07b985/21st_century.pdf

- [23]. Kashyap, V., & Rangnekar, S. (2016). Servant leadership, employer brand perception, trust in leaders and turnover intentions: A sequential mediation model. *Review of Managerial Science*, 10, 437-461. Retrieved from https://www.infona.pl/resource/bwmeta1.element.springer-doi-10_1007-S11846-014-0152-6
- [24]. King, F., & Stevenson, H. (2017). Generating change from below: What role for leadership from above? *Journal of Educational Administration*, 55(6), 657–670. Retrieved November 10, 2021 from <http://doi:10.1108/JEA-07-2016-0074>
- [25]. Koellner, K., & Jacobs, J. (2015). Distinguishing models of professional development: The case of an adaptive model's impact on teachers' knowledge, instruction, and student achievement. *Journal of Teacher Education*, 66(1), 51–67. Retrieved November 10, 2021 from <https://doi.org/10.1177%2F0022487114549599>
- [26]. Komninou, I. (2017). A case study of the implementation of social models of teaching in E-learning: The Social Networks in Education. Online Course of the Inter-orthodox Centre of the Church of Greece. *Technology Trends*, 62(2), 146–151. Retrieved November 10, 2021 from <http://doi:10.1007/s11528-017-0247-4>
- [27]. Ladd, H. F., & Sorenson, L. C. (2017). Returns to teacher experience: Student achievement and motivation in middle school. *Education Finance and Policy*, 12(2), 241–279.
- [28]. Le Clus, M. (2017). Informal learning in the workplace. *Training Development*, 44, 28-29. DOI: 10.1080/158037042000225245
- [29]. Liu, S., Hallinger, P., & Feng, D. (2016). Learning-centered leadership and teacher learning in China: Does trust matter? *Journal of Educational Administration*, 54(6), 661–682. Retrieved November 7 2021 from <http://doi:10.1108/JEA-02-2016-0015>
- [30]. Louis, K. S., Murphy, J., & Smylie, M. (2016). Caring Leadership in Schools: Findings From Exploratory Analyses. *Educational Administration Quarterly*, 5(2), 310-348. <https://www.researchgate.net/publication/293014736>
- [31]. Miller, A. (2020). *Creating effective professional learning communities*. Edutopia. Retrieved November 10, 2021 from <https://www.edutopia.org/article/creating-effective-professional-learning-communities>
- [32]. Mourão, L. (2018). *The role of leadership in the professional development of subordinates*. <http://dx.doi.org/10.5772/intechopen.76056>
- [33]. Nishioka, V. (2019). *Positive and caring relationships with teachers are critical to student success*. Education Northwest. Retrieved from <https://educationnorthwest.org/northwest-matters/positive-and-caring-relationships-teachers-are-critical-student-success>
- [34]. Noi, L., Kwork, D. & Goh, K. (2016). Assessing teachers' professional identity in a postsecondary institution in Singapore. *The Online Journal of New Horizons in Education - October 2016 Volume 6, Issue 4*. Retrieved from <https://www.tojned.net/journals/tojned/articles/v06i04/v06i04-04.pdf>
- [35]. Pang, N., Wang, T., S.-K., & Leung, Z. L.-M. (2016). Educational reforms and the practices of professional learning community in Hong Kong primary schools. *Asia Pacific Journal of Education*, 36(2), 231–247. Retrieved November 1, 2021 from doi:10.1080/02188791.2016.1148852
- [36]. Papay, J., & Kraft, M. (2015). Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, 130, 105–119. Retrieved November 10, 2021 from <https://scholar.harvard.edu/mkraft/publications/productivity-returns-experience-teacher-labor-market-methodological-challenges-a>
- [37]. Piyaman, P., Hallinger, P., & Viseshsiri, P. (2017). Addressing the achievement gap. Exploring principal leadership and teacher professional learning in urban and rural primary schools in Thailand. *Journal of Educational Administration*, 55(6), 717–734. Retrieved November 1, 2021 from doi:10.1108/JEA-12-2016-0142
- [38]. Postholm, M. B., & Boylan, M. (2018). *Teachers' professional development in school: A review study*. Retrieved November 9, 2021 from <https://www.tandfonline.com/doi/full/10.1080/2331186X.2018.1522781>
- [39]. Putra, P., Liriwati, F. Y., Tahrim, T., Syafrudin, S., and Aslan, A. (2020). The Students Learning from home Experiences during Covid-19 School Closures Policy in Indonesia. *Journal Iqra.*, 5(2), 30–42. Retrieved November 1, 2021 from doi:10.25217/ji.v5i2.1019
- [40]. Rivera-McCutchen, R. L. (2014). Caring in a small urban high school: A complicated success. *Urban Education*, 47, 653-680.
- [41]. Satar, H. M., & Akcan, S. (2018). Pre-service EFL teachers' online participation, interaction and social presence. *Language Learning & Technology*, 22(1), 157–183. Retrieved November 8, 2021 from <http://doi:10.125/44586>.
- [42]. Scanlan, M., & Lopez, F. (2012). *¡Vamos! How school leaders promote equity and excellence for bilingual students*. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0013161x11436270>
- [43]. Schleicher, A. (2021). *Elevating the teaching profession*. Retrieved November 2, 2021 from https://www.teachermagazine.com/au_en/articles/elevating-the-teaching-profession
- [44]. Silva, J. S., Amante, L., & Morgado, J. (2017). School climate, principal support and collaboration among Portuguese teachers. *European Journal of Teacher Education*, 40(4), 505–520. Retrieved November 7, 2021 from doi:10.1080/02619768.2017.1295445
- [45]. Souleles, N., Laghos, A., & Savva, S. (2020). "From Face-To-Face to Online: Assessing the Effectiveness of the Rapid Transition of Higher Education Due to the Coronavirus Outbreak," in 15th International Technology, Education and Development Conference, Cyprus, November 9–10, 2020. doi:10.21125/iceri.2020.0274
- [46]. Tanang, H. (2016). Teacher professionalism and professional development practices in South Sulawesi, Indonesia. *Journal of Curriculum and Teaching*, 3(2), 25-42. Retrieved October 23, 2021 from <https://files.eric.ed.gov/fulltext/EJ1157754.pdf>

- [47]. Tanang, H., & Abu, B. (2014). Teacher professionalism and professional development practices in South Sulawesi, Indonesia. *Journal of Curriculum and Teaching*, 3(2), 25-42. Retrieved November 1, 2021 from <https://files.eric.ed.gov/fulltext/EJ1157754.pdf>
- [48]. Tondeur, J., Van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2017). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: A systematic review of qualitative evidence. *Educational Technology Research and Development*, 65(3), 555-575. Retrieved November 10, 2021 from <https://doi.org/10.1007/s11423-016-9481-2>
- [49]. Tschida, C., Hodge, E., & Schmidt, S. (2016). *Learning to teach online: Negotiating issues of platform, pedagogy and professional development*. In V. Wang, Handbook of Research on Learning Outcomes and Opportunities in the Digital Age (pp. 664-684). Hershey: Information Science Reference.
- [50]. Twining, P., Raffaghelli, J., Albion, P., & Knezek, D. (2013). Moving education into the digital age: The contribution of teachers' professional development. *Journal of Computer Assisted Learning*, 29(5), 426–437. Retrieved November 1, 2021 from https://www.researchgate.net/publication/260069403_Moving_education_into_the_digital_age_The_contribution_of_teachers'_professional_development
- [51]. Valentine, S., Godkin, L., Fleischman, G. M., & Kidwell, R. (2014). Corporate ethical values, group creativity, job satisfaction and turnover intention: The impact of work context on work response. *Journal of Business Ethics*, 98(3), 353–372. <http://dx.doi.org/10.1007/s10551-010-0554-6>
- [52]. van der Vyver, C. P., van der Westhuizen, P. C., & Meyer, L. W. (2014). The caring school leadership questionnaire (CSLQ). *South African Journal of Education*, 34(3), 1-8. Retrieved from <https://www.researchgate.net/publication/284357623>
- [53]. Wallace, T. L., Ye, F., & Chhuon, V. (2014). Subdimensions of adolescent belonging in high school. *Applied Developmental Science*, 16(3), 122–139. Retrieved from <https://eric.ed.gov/?id=EJ974376>
- [54]. Watermeyer, R., Crick, T., Knight, C., and Goodall, J. (2020). COVID-19 and Digital Disruption in UK Universities: Afflictions and Affordances of Emergency Online Migration. *High Educ. (Dordr)* 81, 623–641. Retrieved November 1, 2021 from doi:10.1007/s10734-020-00561-y
- [55]. Zheng, B., Warschauer, M., Lin, C.-H., & Chang, C. (2016). *Learning in one-to-one laptop environments: A meta-analysis and research synthesis*. Review of Educational Research. Washington: American Educational Research Association. Retrieved November 3, 2021 from <https://doi.org/10.3102/0034654316628645>

INFORMED CONSENT

Madam/Sir:

The researcher is conducting a research on “**MEDIATING EFFECT OF SUPPORTIVE SCHOOL CULTURE ON AFFECTIONATE LEADERSHIP STYLES OF SCHOOL PRINCIPAL AND TEACHERS’ PROFESSIONAL ENDEAVOUR**” and its effects on instruction, relationships with students and teachers, administrators, profession and careers as a vital requirement for her to complete her graduate degree in Master of Arts in Educational Management. This study would involve interviews with teachers. Your kind help and assistance will be deeply appreciated.

I will conduct interview and observations and therefore we guarantee several things to protect your participation and respondents to this study, to wit:

- Your identity either as respondent will be protected which means anonymity and confidentiality will be observed; you will not be identified by name, instead pseudonyms will be used.
- Interviews will be recorded and the transcriptions will be brought to you for your confirmation including coding, themes, and subsequent interpretations will be turned over for your agreement and confirmation.
- Only passages in the transcription of the interviews that has relevance on the study will be used in reporting the study.
- No force of intimidation will be used during the interviews; environment and other factors will be considered to provide safety and convenience for the respondents; in case of conflict of schedule and delay to health and personal reasons, the respondents’ comfort is the prime consideration.
- The researcher is obliged by research protocol; to observe other guidelines in promoting respondents’ safety, protection of rights and humanitarian consideration.

These guidelines will be thoroughly observed by the researcher and respondents are given the chance to agree to these conditions before joining the study. Respondents are asked to affix their signature as evidence of their agreement. This document when appended in the final manuscript as part of the appendices will appear with names of respondents stricken out to ensure anonymity.

Yours Truly,

Researcher

APPENDIX A RESEARCH INSTRUMENT

MEDIATING EFFECT OF SUPPORTIVE SCHOOL CULTURE ON AFFECTIONATE LEADERSHIP STYLES OF SCHOOL PRINCIPAL AND TEACHERS’ PROFESSIONAL ENDEAVOUR

Name (optional) _____

Instructions:

The purpose of the questionnaire was to find out the extent of the loving leadership styles of the school principal, the professional aspiration of the teacher and the encouraging school culture. Please be assured that responses to this survey will be properly processed in accordance with the Data Protection Act 2012 and will be treated in the utmost confidence. Answer the questions on the next page by placing a tick (✓) in the box corresponding to your answer. The following table provides a scoring guide for a 5-point Likert scale. The scale are as follows: 5- *Very Extensive*, 4- *Extensive*, 3- *Moderately Extensive*, 2- *Less Extensive*, and 1- *Not Extensive*

I. AFFECTIONATE LEADERSHIP STYLES OF SCHOOL PRINCIPAL QUESTIONNAIRE

Direction: Please put a check (✓) mark on the column that you think most suited to your level of agreement/disagreement regarding the affectionate leadership styles of your school principal using the scale below:

- | | |
|----------------------|-----------------------|
| 5 = Strongly Agree | 2 = Disagree |
| 4 = Agree | 1 = Strongly Disagree |
| 3 = Moderately Agree | |

| Creating Listening Culture | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| The school principal make sure that the a differing minority opinion of a teacher is heard. | | | | | |
| The school principal have confidence that the school head will act on teacher’s feedback. | | | | | |
| The school principal share how teachers' voices were heard and acted upon his/her decisions. | | | | | |
| School principal take action on relevant feedback from the team. | | | | | |
| The school head reflect and share what heard from the direct reports. | | | | | |
| Self-Leadership Skills | 5 | 4 | 3 | 2 | 1 |
| The school principal manage to portray a positive tone/attitude in all communications. | | | | | |
| The school principal remain true to his/her core values. | | | | | |
| The school principal is intentional with his/her words and actions. | | | | | |
| The school principal take initiative for self-development. | | | | | |
| The school principal manage personal reactions to negative situations. | | | | | |
| Empower Others to Make Decision | 5 | 4 | 3 | 2 | 1 |
| The school principal serve as a resource to guide the team as opposed to tell them exactly what to do. | | | | | |
| The school principal find it easy for the teams to manage themselves. | | | | | |
| The school principal is very clear about his/her expectations of others. | | | | | |
| The school principal feel comfortable delegating and then letting go. | | | | | |
| It is important to connect each employees work to the overall goals of the organization. | | | | | |
| Building Resilience | 5 | 4 | 3 | 2 | 1 |
| The school principal support those around him/her when they are facing opposition. | | | | | |
| The school principal ensure there is additional support to help the team work positively through obstacles. | | | | | |
| The school principal provides encouragement to others during challenging times. | | | | | |

| | | | | | |
|--|---|---|---|---|---|
| The school principal puts others in positions where they build their comfort and resilience. | | | | | |
| The school principal try and help people re-frame their fears into more rational thoughts. | | | | | |
| Involve Others | 5 | 4 | 3 | 2 | 1 |
| The school principal try and help people re-frame their fears into more rational thoughts. | | | | | |
| In meetings, the school head make sure everyone has a voice. | | | | | |
| The school principal invites input for challenging decisions. | | | | | |
| In group discussions the school head make sure to reach out to those that are less likely to speak up. | | | | | |
| The school principal appreciate others' perspectives when making decisions. | | | | | |
| Lead the Whole Person | 5 | 4 | 3 | 2 | 1 |
| The school principal can ignoring subtle changes in the people they lead. | | | | | |
| It is easy for the school principal to understand the motivations of others. | | | | | |
| The school principal can miss the underlying emotions in a situation. | | | | | |
| When listening to others, the school head take time to consider their perspective and empathize. | | | | | |
| The school head is understanding the distinct circumstances of subordinates outside of their employment is essential.. | | | | | |
| Look for Greatness in Others | 5 | 4 | 3 | 2 | 1 |
| The school principal provides several training opportunities to the team. | | | | | |
| The school principal have given candid and constructive feedback to people on the team. | | | | | |
| The school principal looks for opportunities to showcase the team's talents. | | | | | |
| The school principal is hesitant to provide feedback to others. | | | | | |
| The school head get impatient with employees that are not able to deliver results. | | | | | |
| Make Others Feel Important | 5 | 4 | 3 | 2 | 1 |
| The school principal have made a genuine connection with several of direct reports. | | | | | |
| The school principal recognize the positive contributions the direct reports have made. | | | | | |
| The school principal have shown the team that he/she is willing to do hard work alongside them. | | | | | |
| The school head seeks to know the direct reports on a deeper level. | | | | | |
| The school principal is quick to respond when a direct report reaches out to him. | | | | | |
| Provide Others Safe Spaces | 5 | 4 | 3 | 2 | 1 |
| The school principal have explicit ways to include others in a team conversation. | | | | | |
| The school principal invites open and honest dialogue when speaking with the team. | | | | | |
| If someone is being silent during a heated team discussion, the school head make sure to ask them for their input. | | | | | |
| The school principal welcomes others to correct his/her way of thinking | | | | | |
| The school principal welcomes others to challenge own ideas. | | | | | |

II. PROFESSIONAL ENDEAVOUR QUESTIONNAIRE

Direction: Please put a check (√) mark on the column that you think most suited to your level of agreement/disagreement regarding your professional endeavor using the scale below:

5 = Strongly Agree

4 = Agree

3 = Moderately Agree

2 = Disagree

1 = Strongly Disagree

| Planning | 5 | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|----------|
| I understand the ideas and framework of school curriculum. | | | | | |
| I participate in school curriculum development. | | | | | |
| I make suitable instructional plan | | | | | |
| I can draft suitable learning assessment. | | | | | |
| Instruction | 5 | 4 | 3 | 2 | 1 |
| I present subject matter appropriately | | | | | |
| I use textbooks appropriately | | | | | |
| I apply effective teaching methods | | | | | |
| I use instructional resources properly | | | | | |
| I implement learning assessment properly. | | | | | |
| Management | 5 | 4 | 3 | 2 | 1 |
| I create good climate of class interaction. | | | | | |
| I create a safe environment conducive to learning. | | | | | |
| I establish classroom regulations conducive to learning. | | | | | |
| I manage personal time effectively. | | | | | |
| I use teaching resources effectively. | | | | | |
| Evaluation | 5 | 4 | 3 | 2 | 1 |
| I get involved in the selection and evaluation of textbooks | | | | | |
| I get involved in the planning and implementation of curriculum evaluation | | | | | |
| I possess basic knowledge of instructional evaluation. | | | | | |
| I get involved in the planning and implementation of instructional evaluation. | | | | | |
| I conduct self-appraisal of teaching. | | | | | |
| I apply results of instructional evaluations to improve teaching quality. | | | | | |

III. SUPPORTIVE SCHOOL CULTURE QUESTIONNAIRE

- **Direction:** Please put a check (√) mark on the column that you think most suited to your level of agreement/disagreement regarding your professional endeavour using the scale below:

5 = Strongly Agree

2 = Disagree

4 = Agree

1 = Strongly Disagree

3 = Moderately Agree

| Statements | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| 1. My principal supports my decisions and actions. | | | | | |
| 2. My principal is very supportive of the staff when new teaching methods are being implemented. | | | | | |
| 3. My principal ensures that we have the necessary materials to carry out our teaching assignment. | | | | | |
| 4. The school climate created by a strong leadership team and support from the staff helps to create a positive environment in which to teach. | | | | | |
| 5. My school principal provide me all kind of supports in order to complete my tasks. | | | | | |