

## **Program Head Leadership and Teacher Professional Development in Educational Institutions: Basis for Innovative Faculty Development**

\*Erick C. Campano  
National University, Philippines

*Received: 20 September 2025*

*Revised: 29 September 2025*

*Accepted: 15 October 2025*

*Published: 31 December 2025*

**Abstract:** This descriptive correlational research investigated the interplay between Program Head Leadership and Teacher Professional Development in educational institutions, serving as the foundation for the design and implementation of innovative faculty development programs. The study involved 301 faculty respondents and a total of 21 program chairs and deans during the school year 2023-2024. Through surveys and interviews, the perceptions and experiences of faculty members and academic leaders were examined to discern patterns and associations between program head leadership behaviors and teacher professional development outcomes. The findings underscored the role of program head leadership in shaping the organizational culture, fostering collaboration, and stimulating intellectual growth among teachers. Program heads were instrumental in articulating a compelling vision for the school's future, communicating the school's mission, and building consensus around common goals and priorities. These findings informed the development of innovative faculty development programs that prioritized leadership development for program heads and personalized professional growth pathways for teachers. This research contributed to the ongoing discourse on effective faculty development practices and provided valuable insights for educational leaders and policymakers seeking to promote excellence in teaching and learning.

**Keywords:** *Program Head Leadership, Teacher Professional Development, Innovative, Faculty Development Program*

### **INTRODUCTION**

In the ever-evolving landscape of education, the role of program heads within educational institutions stood as an important linchpin in the pursuit of academic excellence and growth. Program heads, often known as department heads or academic coordinators, were entrusted with the multifaceted responsibilities of guiding, supervising, and supporting teachers, thereby shaping the educational experiences of students. One of the critical dimensions of their leadership pertained to the facilitation of teacher professional development, a domain that profoundly influenced not

only the educators themselves but also the overall quality of education delivered.

Furthermore, further research had emphasized the importance of enhancing and fortifying teacher professional development to enhance students' academic achievements. The leadership provided by program heads in educational institutions plays an integral role in steering the course of teacher professional development initiatives. Their influence extends across various aspects, from setting the institutional vision for professional growth to creating an environment conducive to experimentation and teacher professional development has not been explored comprehensively in the existing literature. This research embarks on a journey to fill this knowledge gap by undertaking a thorough examination of the interplay between program head leadership and teacher professional development within educational institutions.

Understanding the dynamics of this relationship is paramount for several reasons. First, it can shed light on the extent to which program head leadership affects the quality and effectiveness of teacher professional development programs. Second, it can unveil the leadership practices and strategies that empower educators to continually refine their pedagogical skills. Third, it can elucidate the challenges and barriers program heads encounter in their efforts to promote teacher professional development. Lastly, this research has the potential to offer valuable insights for educational policymakers, administrators, and program heads themselves, guiding them in devising strategies that optimize the impact of leadership on teacher growth and, consequently, student achievement.

The research gap in examining the relationship between program head leadership and teacher professional development in educational institutions lies in the need for a more comprehensive understanding of the specific leadership practices and strategies employed by program heads that contribute to effective teacher professional development. While there is a growing body of literature highlighting the importance of leadership in shaping professional development initiatives for educators, there is a paucity of research that delves deeply into the nuanced actions and approaches employed by program heads in particular. However, the specific role of program heads, who serve as immediate leaders to teachers, needs further investigation to identify the key leadership behaviors and practices that positively influence teacher professional development.

Moreover, there is a research gap in understanding the innovative faculty development programs that program heads can implement to enhance teacher professional development. While the literature acknowledges the importance of continuous learning and growth for teachers, there is limited recent research exploring innovative approaches to faculty development programs initiated by program heads.

### **Statement of the Problem**

This study aimed to determine the program head leadership and teacher professional development in educational institutions as the basis for innovative faculty development programs. Specifically, it sought to answer the following questions:

1. How was the program head leadership described in terms of:
  - 1.1 Nature of school leadership;
  - 1.2 Holding high performance;
  - 1.3 Modeling behavior;
  - 1.4 Providing individualized support;
  - 1.5 Providing intellectual stimulation?
2. How was the teacher's professional development described in terms of key performance areas in SPES?
3. Did program head leadership significantly relate to teachers' professional development?
4. What innovative faculty development program could be proposed based on the findings of the study?

### **METHODOLOGY**

Descriptive correlational research was an apt methodology for examining the relationship between program head leadership and teacher professional development in educational institutions, as it allowed for a comprehensive exploration of the variables involved without manipulating them. This approach was valuable in revealing the extent and nature of the association between these factors. In this study, descriptive statistics were employed to summarize and describe the characteristics of program head leadership and teacher professional development, while correlational analysis was utilized to identify and quantify the strength and direction of any relationships between these variables. This methodology aligned with the research objective of providing a nuanced understanding of how

program head leadership practices related to teachers' professional development experiences.

## Sample and Sampling Design

The study's respondents were deans, principals, and program chairs of the National University Philippines, Academic Year 2023 - 2024. Table 1 showed the distribution of Deans, principals, Program Chairs, and faculty (full-time) at the National University Baliwag campus, the academic year 2023-2024.

*Table 1. Respondents of the Study*

Schools	Deans/Program Chair	Faculty
		Population
A	6	95
B	5	45
C	3	76
D	3	31
E	4	53
<b>TOTAL</b>	<b>21</b>	<b>301</b>

The table provided information about the distribution of schools, deans/program chairs, and faculty across five different entities labeled A to E. Each entity represented a unique school, with corresponding numbers of deans/program chairs and faculty members. The 'Population' columns showed the total number of deans/program chairs and faculty for each school, allowing for a quick overview of the organizational structure in terms of academic leadership and teaching staff. For example, School B had five deans/program chairs overseeing 45 faculty members, while School E had four deans/program chairs managing 33 faculty members.

To determine an appropriate sampling method, it's essential to consider the population's research goals and characteristics. The aim is to obtain a representative sample from each school, stratified sampling may be suitable. Stratified sampling ensures that each subgroup within the population (each school, in this case) is adequately represented in the sample, allowing for meaningful comparisons.

## **Research Instrument**

The first instrument on program head leadership by Valentino (2020), originally developed by Nalugon (2014) for its validity and reliability. Meanwhile, the second instrument was standardized for the teacher's professional development key performance result area of the National University Philippines. The first instrument recorded a Cronbach's coefficient alpha of .91, indicating that the instrument was a reliable questionnaire that could be used for scientific studies.

Valentino (2020) examined the transformational leadership behavior of school heads and teachers' ICT integration and their impact on research productivity in public secondary schools in District I, Schools Division of Bulacan. The study employed standardized instruments, including the Transformational Leadership Behavior Questionnaire by Leithwood (2012) and the ICT Integration instrument by Nalugon (2014), both of which demonstrated strong validity and reliability. Using regression analysis, the findings revealed that specific dimensions of transformational leadership—particularly holding high performance expectations and providing intellectual stimulation, significantly influenced teachers' research productivity. These leadership practices were found to create a supportive and intellectually stimulating environment that encourages teachers to engage more actively in research activities (Valentino, 2020).

The instrument on program leadership behavior was assessed in terms of the nature of school leadership, holding high-performance expectations, modeling behavior, providing individualized support, and providing intellectual stimulation.

In seeking permission from the executive and academic directors of National University Baliwag, the data gathering procedure for the research study, "Examining the Relationship Between Program Head Leadership and Teacher Professional Development in Educational Institutions: Basis for Innovative Faculty Development," involved a collaborative effort with the institution's faculty members. An official letter was submitted to the executive and academic directors, outlining the research's purpose, significance, and potential contributions to educational practices. The letter sought formal approval to conduct a survey among the faculty members at National University Baliwag. The survey was distributed electronically through a secure online platform, and participants were provided with an

informed consent document detailing the study's objectives, the voluntary nature of participation, and assurances of confidentiality. Upon obtaining approval, the survey link was disseminated to the faculty, accompanied by periodic reminders to encourage participation and ensure a comprehensive representation of experiences and perspectives.

This data-gathering procedure emphasized transparency and collaboration with the educational institution's leadership, recognizing the importance of their support in facilitating the research process. The goal was to engage the faculty members at National University Baliwag in sharing their valuable insights, thereby contributing to a deeper understanding of the interplay between program head leadership and teacher professional development within innovative faculty development.

The data gathered were processed using computer systems with the Statistical Packages for Social Sciences (SPSS). The following statistical tests were applied to data analysis.

The program head leadership was analyzed using a five-point Likert Scale interpreted as follows:

<b>Rating Scale</b>	<b>Range</b>	<b>Descriptive Evaluation</b>
4	3.50-4.00	Very High
3	2.50-3.49	High
2	1.50-2.49	Low
1	0.50-1.49	Very Low

Meanwhile, teacher professional development was analyzed using the standard performance education systems (SPES).

<b>Indicators</b>	<b>Interpretation</b>
6.51 – 7.00	(Truly Exceptional)
6.00 – 6.50	(Excellent)
5.00 – 5.00	(Exceeds Expectation)
4.00 – 4.99	(Meets Expectation)

3.00 – 3.99	(Fairly Satisfactory)
2.00 – 2.99	(Unsatisfactory)
1.99 and below	(Very Unsatisfactory)

### Program Head Leadership

The concept of transformational leadership within the context of program management explores how program heads can inspire and motivate their teams to achieve exceptional results. Drawing from recent studies, they underscore the role of transformational leaders in articulating a compelling vision, instilling a sense of purpose, and empowering team members to unleash their full potential.

Table 2  
 Program Head Leadership in Terms of Nature of School Leadership

Statements	Mean	Interpretation
Developing a widely shared vision for the school. Excites us with visions of what we may be able to accomplish if we work together to change our practices/programs.	3.67	Very High
Give us a sense of overall purpose.	3.76	Very High
Communicates school mission to staff and students. Help us understand the relationship between our school's	3.48	High

vision and school sponsoring body or education department.		
Building consensus about school goal and priorities. Regularly encourages us to evaluate our progress toward achieving school goals.	3.71	Very High
<b>Average</b>	<b>3.67</b>	<b>Very High</b>

Table 2 provides an assessment of Program Head Leadership in terms of the nature of school leadership, with statements reflecting various aspects of leadership behavior and corresponding mean scores for each statement. The first set of statements revolves around the development and communication of a vision for the school. The mean scores indicate a very high level of agreement among respondents that the program head effectively develops a widely shared vision (3.67) and provides a sense of overall purpose (3.76). This suggests that the program head excels in inspiring and motivating staff by articulating a compelling vision for the school's future and conveying a clear sense of direction and purpose.

The next set of statements focuses on communication and consensus-building. The mean scores indicate a high level of agreement that the program head effectively communicates the school's mission to staff and students (3.48) and plays a significant role in building consensus about school goals and priorities (3.71). This suggests that the program head is adept at fostering a shared understanding of the school's mission and goals among stakeholders and actively involves staff in the decision-making process, encouraging regular evaluation of progress towards achieving school goals. Overall, the table portrays a very high level of effectiveness in program head leadership in terms of developing a vision, providing purpose, communicating mission, and building consensus within the school community.

Table 3  
 Program Head Leadership in Terms of Holding High Performance

Statements	Mean	Interpretation
Had high expectations for us, as professionals.	3.67	Very High
Hold high expectations for students	3.67	Very High

Expect us to engage in ongoing professional growth.	3.76	Very High
Expects us to be effective innovators.	3.71	Very High
<b>Average</b>	<b>3.70</b>	<b>Very High</b>

Table 3 presents an evaluation of Program Head Leadership in terms of holding high-performance expectations, with statements reflecting the expectations set by the program head for both professionals and students, along with their corresponding mean scores. The mean scores indicate a very high level of agreement among respondents regarding the program head's expectations for performance excellence. Specifically, respondents perceive that the program head holds high expectations for both professionals (3.67) and students (3.67), indicating a consistent emphasis on achieving excellence across the board.

Moreover, the mean score for the statement "Expect us to engage in ongoing professional growth" (3.76) suggests that the program head places a strong emphasis on continuous improvement and professional development among staff members, fostering a culture of lifelong learning within the school community. Additionally, the high mean score for "Expects us to be effective innovators" (3.71) indicates that the program head encourages and expects staff to demonstrate creativity and innovation in their approaches to teaching and problem-solving. Overall, Table 3 highlights the program head's commitment to fostering a culture of high performance and continuous improvement, both among staff and students, reflecting a strong emphasis on excellence and innovation within the school environment.

Table 4  
 Program Head Leadership in Terms of Modeling Behavior

Statements	Mean	Interpretation
Sets a respectful tone for interaction with students	3.67	Very High
Displays energy and enthusiasm for own work. Demonstrates a willingness to change own	3.67	Very High

practices in light of new understanding.		
Is open and genuine in dealings with staff and students.	3.76	Very High
<b>Average</b>	<b>3.70</b>	<b>Very High</b>

Table 4 provides an analysis of Program Head Leadership in terms of modeling behavior, focusing on the behaviors exhibited by the program head that serve as examples for others within the school community. The mean scores suggest a very high level of agreement among respondents regarding the program head's demonstration of positive behaviors. Firstly, the program head sets a respectful tone for interaction with students (3.67), indicating a commitment to a supportive and inclusive learning environment where students feel valued and respected.

Furthermore, the mean score for "Displays energy and enthusiasm for own work. Demonstrates a willingness to change own practices in light of new understanding" (3.67) suggests that the program head leads by example, exhibiting passion, and a growth mindset in their own professional endeavors. This behavior inspires staff and students alike to approach their work with enthusiasm and a readiness to embrace change and learning. Additionally, the high mean score for "Is open and genuine in dealings with staff and students" (3.76) highlights the program head's authenticity and transparency in interpersonal relationships, fostering trust and positive rapport within the school community. Overall, Table 4 illustrates the program head's effectiveness in modeling behaviors that contribute to a positive and supportive school culture, characterized by respect, enthusiasm, and authenticity.

Table 5  
 Program Head Leadership in Terms of Providing Individualized Support

Statements	Mean	Interpretation
Provides resources to support my professional development.	3.71	Very High
Takes my opinion into consideration when initiating actions that affect my work.	3.71	Very High

Encourage me to try new practices consistent with my own interests.	3.67	Very High
Provides moral support by making me feel appreciated for my contribution to the school.	3.67	Very High
<b>Average</b>	<b>3.69</b>	<b>Very High</b>

Table 5 assesses Program Head Leadership in terms of providing individualized support to staff members, reflecting the extent to which the program head tailors support mechanisms to meet the unique needs and preferences of individuals within the school community. The mean scores indicate a very high level of agreement among respondents regarding the program head's effectiveness in providing personalized support. Firstly, the program head is perceived to provide resources to support professional development (3.71), indicating a commitment to fostering the growth and advancement of staff members through access to relevant learning opportunities and materials.

Moreover, the mean score for "Takes my opinion into consideration when initiating actions that affect my work" (3.71) suggests that the program head values and respects the input of staff members, involving them in decision-making processes that impact their roles and responsibilities. This collaborative approach promotes a sense of ownership and empowerment among staff, enhancing morale and job satisfaction. Additionally, the high mean scores for "Encourage me to try new practices consistent with my own interests" (3.67) and "Provides moral support by making me feel appreciated for my contribution to the school" (3.67) highlight the program head's efforts to recognize and support the individual interests and contributions of staff members, fostering a positive and supportive work environment. Overall, Table 5 illustrates the program head's commitment to providing individualized support that nurtures the professional growth and well-being of staff members, contributing to a culture of empowerment and excellence within the school community.

Table 6  
 Program Head Leadership in Terms of Providing intellectual stimulation

Statements	Mean	Interpretation
Stimulates me to think about what I am doing for my students.	3.71	Very High

Encourages me to pursue my own goals for professional learning.	3.71	Very High
Encourages us to evaluate of practices and refine them as needed.	3.67	Very High
Facilitates opportunities for staff to learn from each other.	3.67	Very High
<b>Average</b>	<b>3.69</b>	<b>Very High</b>

Table 6 evaluates Program Head Leadership in terms of providing intellectual stimulation to staff members, reflecting the program head's ability to foster a culture of critical thinking, innovation, and continuous learning within the school community. The mean scores suggest a very high level of agreement among respondents regarding the program head's effectiveness in providing intellectual stimulation. Firstly, the program head is perceived to stimulate staff members to think critically about their teaching practices and their impact on students (mean score of 3.71). This indicates a commitment to promoting reflective practice and encouraging educators to continuously evaluate and refine their instructional approaches to enhance student learning outcomes.

Additionally, the mean scores for "Encourages me to pursue my own goals for professional learning" (3.71) and "Encourages us to evaluate practices and refine them as needed" (3.67) highlight the program head's emphasis on empowering staff members to take ownership of their professional development and engage in ongoing self-assessment and improvement. Furthermore, the high mean score for "Facilitates opportunities for staff to learn from each other" (3.67) underscores the program head's role in fostering a collaborative learning environment where educators can share best practices, exchange ideas, and collectively enhance their instructional effectiveness. Overall, Table 6 illustrates the program head's dedication to providing intellectual stimulation that cultivates a culture of continuous improvement, innovation, and collaboration among staff members, ultimately benefiting student learning and achievement.

Table 7  
 Standard Performance Evaluation System (SPES)

Indicators	Frequency	Percentage
6.51 – 7.00 (Truly Exceptional)	11	3.65
6.00 – 6.50(Excellent)	74	24.59
5.00 – 5.00 (Exceeds Expectation)	173	57.38
4.00 – 4.99(Meets Expectation)	41	13.62
3.00 – 3.99(Fairly Satisfactory)	2	0.66
2.00 – 2.99(Unsatisfactory)	0	0.0
1.99 and below (Very Unsatisfactory)		
Total	301	100.0
5.61		
SD = 0.55		

Table 7 presents the distribution of performance ratings based on the Standard Performance Evaluation System (SPES). The SPES utilizes a rating scale ranging from 1.99 and below (Very Unsatisfactory) to 7.00 (Truly Exceptional), with corresponding descriptors for each level of performance. The table reveals that the majority of employees fall within the range of 5.00 to 6.50, with 57.38% rated as Exceeds Expectation and 24.59% rated as Excellent. This indicates that a significant portion of the workforce is performing above expectations or at an excellent level. Additionally, 13.62% of employees are rated as Meets Expectation, suggesting that they are meeting the minimum performance standards set by the organization. However, there are also a few employees rated as Fairly Satisfactory (0.66%), indicating room for improvement in their performance. Notably, no employees received ratings of Unsatisfactory or Very Unsatisfactory, reflecting a generally positive performance culture within the organization.

The mean performance rating of 5.61 with a standard deviation of 0.55 suggests a relatively high level of consistency in performance evaluations across the organization. This indicates that the performance evaluation process, as facilitated by the SPES, is yielding consistent and reliable results. However, the slight deviation from the mean suggests some variability in performance levels among employees. Overall, Table 7 provides valuable insights into the distribution of performance ratings

within the organization, highlighting areas of strength and areas for potential improvement in performance management practices.

Table 10  
*Regression Analysis of Program Head Leadership Significantly  
Relates to Teachers' Professional Development*

Predictor	Estimate	SE	t	p
Intercept	2.6859	0.4314	6.225	< .001
Teachers Professional Development	0.0650	0.0716	0.908	0.375

Table 10 presents the results of a regression analysis examining the relationship between Program Head Leadership and Teachers' Professional Development. The table displays the estimates, standard errors (SE), t-values, and p-values for the intercept and the predictor variable (Teachers Professional Development). The intercept value of 2.6859 indicates the estimated mean value of Teachers' Professional Development when Program Head Leadership is zero. The significant t-value associated with the intercept ( $t = 6.225$ ,  $p < .001$ ) suggests that even without considering the influence of Program Head Leadership, Teachers' Professional Development is significantly different from zero, indicating that there are other factors contributing to teachers' professional development beyond just program head leadership.

However, the estimate for the predictor variable "Teachers Professional Development" is 0.0650, with a non-significant t-value ( $t = 0.908$ ,  $p = 0.375$ ). This suggests that there is no statistically significant relationship between Program Head Leadership and Teachers' Professional Development in the regression model. Despite the lack of statistical significance, the positive estimate suggests a positive association between Program Head Leadership and Teachers' Professional Development, albeit not strong enough to be considered statistically significant. Overall, the findings from Table 10 indicate that while Program Head Leadership may have some influence on teachers' professional development, its impact may not be statistically detectable in this analysis, possibly due to the influence of other factors not accounted for in the model.

## **Innovative Faculty Development Program**

Designing innovative faculty development programs tailored to enhance program head leadership and teacher professional development in educational institutions requires a nuanced approach. Leveraging the insights gleaned from the provided data, here are 10 innovative faculty development program ideas:

1. **Leadership Roundtables.** Implement regular leadership roundtable discussions where program heads and teachers can collaboratively address challenges, share best practices, and co-create strategies for enhancing leadership and professional development.

2. **Action Research Projects.** Facilitate action research projects where program heads and teachers work together to investigate issues related to leadership effectiveness and teacher professional growth, fostering a culture of inquiry and continuous improvement.

3. **Micro credentialing Programs.** Develop micro-credentialing programs focused on leadership skills for program heads and specialized teaching techniques for educators, allowing them to gain recognition and validation for their professional development achievements.

4. **Peer Coaching Networks.** Establish peer coaching networks where program heads and teachers can engage in reciprocal coaching relationships, providing feedback, support, and mentorship to enhance leadership capacity and teaching effectiveness.

5. **Innovative Teaching Labs.** Create innovative teaching labs where educators can experiment with new instructional technologies, pedagogical approaches, and assessment methods under the guidance of program heads and instructional designers.

6. **Leadership Immersion Experiences.** Organize leadership immersion experiences, such as shadowing opportunities or executive leadership retreats, where program heads can observe and learn from experienced educational leaders, gaining insights into effective leadership practices.

7. **Communities of Practice.** Foster communities of practice focused on specific aspects of leadership and professional development, such as instructional leadership, curriculum design, or assessment strategies, allowing program heads and teachers to engage in collaborative learning and knowledge sharing.

8. **Online Learning Modules.** Develop interactive online learning modules on topics related to program head leadership and teacher professional development, offering flexible and accessible professional learning opportunities for educators.

9. **Cross-Institutional Collaborations.** Facilitate cross-institutional collaborations where program heads and teachers from different educational institutions can come together to exchange ideas, resources, and best practices, expanding their professional networks and perspectives.

10. **Leadership Retreats with Action Planning:** Organize leadership retreats focused on program head leadership and teacher professional development, integrating experiential learning activities with action planning sessions to translate insights into actionable strategies for improvement.

## **CONCLUSIONS**

In the context of the foregoing findings, the researcher draws the following conclusions:

1. The research findings provide valuable insights into the dynamics of Program Head Leadership and Teachers' Professional Development within educational institutions. Despite the absence of a statistically significant relationship between Program Head Leadership and Teachers' Professional Development in the regression analysis, the data highlight the multifaceted role that program heads play in shaping the organizational culture, fostering collaboration, and stimulating intellectual growth among teachers. Program heads are instrumental in articulating a compelling vision for the school's future, communicating the school's mission, and building consensus around common goals and priorities.

2. Moreover, the research findings emphasize the need for innovative faculty development programs tailored to address the identified needs and priorities of program head leadership and teacher professional development. These programs could incorporate various strategies, such as leadership roundtables, action research projects, peer coaching networks, and online learning modules, to foster collaboration, innovation, and continuous improvement within the school community.

3. Furthermore, the research findings highlight the importance of cultivating a culture of inquiry, creativity, and collaboration within educational institutions. Program heads play a pivotal role in modeling positive behaviors, fostering respect, enthusiasm, and authenticity, and stimulating critical thinking and innovation among teachers.

4. Effective program head leadership is essential for creating a conducive environment for teacher development and fostering a culture of collaboration, innovation, and continuous improvement within educational institutions. Innovative faculty development programs tailored to address the identified needs and priorities can empower program heads and teachers to enhance their leadership capacity, teaching effectiveness, and student learning outcomes.

## **RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations are hereby submitted:

1. It is imperative to prioritize the development of program head leadership skills through targeted professional development initiatives. This could involve providing program heads with training and resources to enhance their communication, vision-setting, and consensus-building abilities, equipping them with the necessary tools to effectively lead and inspire their teams toward common goals.
2. Innovative faculty development programs should aim to foster a culture of collaboration and continuous learning among educators. By creating platforms for open dialogue, knowledge sharing, and

collaborative problem-solving, these programs can empower teachers to learn from each other's experiences, exchange best practices, and collectively explore innovative teaching methods and strategies.

3. Furthermore, faculty development programs should be designed to support personalized professional growth and development pathways for teachers. This could involve offering a range of professional learning opportunities, such as workshops, seminars, online courses, and action research projects, tailored to address the diverse needs and interests of educators.
4. Moreover, technology-enhanced learning platforms and resources should be leveraged to expand access to professional development opportunities and facilitate self-directed learning among educators.

#### **ACKNOWLEDGMENTS**

I would like to express my sincere gratitude to the National University, Philippines for their invaluable support and guidance throughout the process and completion of this action research study.

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ISSN: 3116-2452

VOLUME I, Issue 1, July - December 2025

Valentino, M. a. G. (2020). Transformation Leadership Behavior of School Head and Teachers ICT Integration: Their Impact on their. . . *ResearchGate*.  
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