



RELATIONAL TRANSPARENCY OF SCHOOL HEADS AS A CONSTRUCT OF PROACTIVE BEHAVIOR OF PUBLIC SCHOOL ELEMENTARY TEACHERS IN PANABO CITY DIVISION

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ABSTRACT

The study explored the relationship of relational transparency of school heads and proactive behavior of teachers in public elementary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of relational transparency of school heads that significantly influenced proactive behavior of teachers. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive relational transparency of school heads and an extensive proactive behavior of teachers. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of relational transparency of school heads were found to have significantly influenced on proactive behavior of teachers. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to help the school heads in strengthening their relational transparency to strengthen the proactive behavior of teachers. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS: Relational transparency, proactive behavior, Panabo City Division

INTRODUCTION

Teachers demonstrating proactive behavior exhibit a forward-thinking approach that transcends traditional classroom duties. Proactivity among educators entails anticipating challenges, identifying opportunities for growth, and implementing innovative teaching strategies to meet the diverse needs of their students. These proactive teachers engage in ongoing professional development, staying abreast of evolving educational trends and incorporating research-backed methodologies into their instructional practices. They foster a positive learning environment by preemptively addressing potential disruptions and proactively nurturing student motivation and engagement. However, teaching is a stressful and demanding profession. This somehow affects teachers' proactive behavior.

In China, poor proactive personality leads to teachers' burnout feeling. In 2015, a report was released which evaluated instructor burnout and turnover intention in Chinese higher education settings, on the basis of 10,734 respondents from Chinese universities and vocational colleges (MyCOS, 2015). The study found that approximately 51 percent of university instructors and 58 percent of vocational college instructors reported strong feelings of burnout, with many of them wishing to leave their current schools. In fact, despite relatively low levels of turnover, the past decade has seen an increased focus on teacher turnover in China due to the pressures turnover creates for organizations (Zhang et al., 2010). In a national survey of university faculties, a majority of faculty members, 54.9 percent, have considered changing schools, 50.8 percent have considered changing careers, and only 29.7 percent have never considered leaving their current position (Du & Liu, 2019).

It is believed that one of the factors leading to poor behavior among teachers is work-related stress. In the Philippines, various incidents on work-related stress were reported to have been affecting Filipino Workers. CNN PH poll entitled



Filipino Top Causes of Stress in 2017 reported that 23 percent of the Filipinos were experiencing work-related stress such as management, deadlines, workload, and sometimes co-worker (Ansis, 2017). In a survey by Watson (2015), it was revealed that the top 5 causes of stress of employees revolves on low pay, inadequate staffing, company culture, lack of work/life balance, and lack of supervisor support. Work-related stress is one of the most reported factors experienced by teachers that significantly affect the ability to perform their job (Cox, Solomon, & Parris, 2018).

In the Division of Panabo City, it was observed that teachers were struggling in showcasing proactive work behavior due to individual, environmental, and organizational factors. Teachers were afraid of making mistakes, facing criticism, or being rejected which restrain them to take proactive actions. They were also overwhelmed due to a heavy workload, high stress levels, and a chaotic environment which inhibit them to think proactively. More so, teachers received inadequate support which impeded them to proactive initiatives. They felt disempowered and less inclined to take proactive steps.

The described circumstances stemmed from observations, as the researcher had not encountered any specific studies on teachers' proactive behavior within the local context, particularly focusing on the relational transparency of school heads. Due to this gap, the researcher was motivated to delve into the depths of proactive behavior and how they intersect with the relational transparency of school heads, specifically within the public elementary schools of Panabo City Division. The primary objective was to examine the correlation between these two variables.

This endeavor offered valuable insights to policymakers for the purpose of formulating effective policies, programs, interventions, projects, and activities. These initiatives were designed to encourage all educational leaders to showcase relational transparency, empowering them with proactive behavior for effective teaching. Additionally, the researcher was committed to sharing the findings of this study in various platforms - local, national, and international forums - and aimed to secure its publication in a reputable journal indexed by Scopus.

METHODOLOGY

Research Design

In this study, a quantitative research approach was employed, specifically utilizing a descriptive correlational technique. Quantitative research methods involve the collection of numerical data and its subsequent mathematical analysis, often incorporating statistical tools. This approach is employed to elucidate and provide explanations for specific problems or phenomena, as highlighted by Apuke (2017). In the context of descriptive correlational investigations, the focus lies in describing variables and the naturally occurring relationships that manifest among them, as discussed by Davis (2021).

Descriptive research is characterized by a hands-off approach from the researcher, where the variables under study are observed without any manipulation. Its primary objective is to provide an in-depth understanding of the inherent characteristics of these variables, as pointed out by Korrapati (2016). On the contrary, a correlational investigation seeks to establish whether there exists an association between two variables. In line with Kabir (2016), this involves determining whether an increase or decrease in one variable is linked to a corresponding rise or decline in the other.

This study was categorized as quantitative since it relied on numerical data for data analysis and interpretation. It was descriptive since its goal was to evaluate the relational transparency of school heads and the proactive behavior of teachers. This academic endeavor was also correlational because it evaluated the relationship between relational transparency of school heads and the proactive behavior of public elementary teachers in Panabo City Division.

Respondents and Sampling

There were 150 public elementary teachers who were invited to answer and be part of this study. It was claimed that for simple regression analysis, it needed at least 50 samples and generally 100 samples for most research situations (Hair et al., 2018). Hence, the 150 respondents were enough to address the purpose of this study.

To choose the study's sample, probability sampling, specifically two-staged cluster sampling, was used. It is a type of sampling method that enables the determination of the probability, or likelihood, that each item will be included. To put it another way, each member of the population is required to have a chance of getting involved in the sample that



is equal and independent (Ragab & Arisha, 2018). When conducting research, cluster sampling is a popular technique that divides the population into various clusters. A cluster is a collection of components made up of unique units that represent exhaustive and mutually exclusive subsets (Thomas, 2020). Due to the random selection of a sample from each designated cluster or division, it is two-stage cluster sampling. In the context of the study, all elementary teachers from the public elementary schools in Panabo City Division were considered.

In the inclusion and exclusion criteria, elementary teachers with 2 years teaching experience were chosen in this endeavor since their 2 years stay in the public school would help them to assess the relational transparency of their school heads and how relational transparency of school heads affected teachers' proactive behavior. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

Research Instruments

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on the relational transparency of school heads while the second set was about the teachers' proactive behavior.

Relational Transparency. The relational transparency questionnaire is adapted from Northouse (2010). The instrument consists of 25 items. It has the following indicators, namely: purposeful (1-5), true to themselves (1-5), self-awareness (1-5), self-descriptive (1-5), and relationship-focused (1-5). The questionnaire was subjected to a pilot testing having a result of .73 suggesting that the items have relatively high internal consistency.

Proactive Behavior. The teachers' proactive behavior questionnaire was adapted from Kanten and Alparslan (n.d). The tool had a total of 25 items. It had three indicators, namely: turning up to work early (1-5), doing extra-curricular work (1-5), asking advice to complete assignment (1-5), writing daily to do (1-5), and asking for feedback (1-5). The questionnaire was subjected to a pilot testing having a result of .74 suggesting that the items have relatively high internal consistency.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Weighted Mean. This was used to measure the extent of relational transparency of school heads and teachers' proactive behavior.

Pearson r. This was utilized to determine the relationships between relational transparency of school heads and teachers' proactive behavior.

Regression Analysis. This was employed to determine the significant influence of relational transparency of school heads on teachers' proactive behavior

RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings

The main focus of the study was to determine the significance of the relationship between relational transparency of school heads and proactive behavior of public elementary teachers. The study was conducted in the selected elementary schools in Panabo City Division. There were one hundred fifty (150) elementary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research



instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of relational transparency of school heads is extensive which means that relational transparency is oftentimes evident among school heads. This descriptive equivalent of "extensive" indicates that transparency is frequently observable in their interactions and communication.

Meanwhile, the extent of proactive behavior of teachers is extensive which means that it is oftentimes evident. The descriptive equivalent of "extensive" suggests that this proactive approach is consistently observable among teachers.

It was found out that there is a significant relationship between relational transparency of school heads and proactive behavior of teachers. The hypothesis of no significant relationship between distributive leadership of school heads and school governance was rejected. This suggests that as transparency among school heads increases, so does the likelihood of proactive behavior among teachers.

More so, it was revealed that all the domains of relational transparency of school heads significantly influence the proactive behavior of teachers. The high r-squared value suggests that all domains of relational transparency among school heads collectively explain the variability in proactive behavior of teachers.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of relational transparency of school heads is extensive which means that it is oftentimes evident. In fact, all dimensions are oftentimes evident from the school heads, namely, purposeful, true to themselves, self-awareness, self-descriptive, and relationship-focused.

Meanwhile, the extent of proactive behavior of teachers is extensive which means that it is oftentimes evident. Apparently, all indicators are found to be oftentimes evident specifically on turning up to work early, doing extra-curricular work, asking advice to complete assignment, writing daily to do, and asking for feedback.

Based on the findings, relational transparency of school heads and proactive behavior of teachers are related. All domains of relational transparency are linked to the proactive behavior of teachers.

Also, relational transparency of school heads significantly influenced proactive behavior of teachers. In fact, all domains of relational transparency of school heads, namely, purposeful, true to themselves, self-awareness, self-descriptive, and relationship-focused significantly influence proactive behavior of teachers. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the five domains of relational transparency of school heads, the proactive behavior of teachers will increase.

The significant relationship between relational transparency of school heads and proactive behavior of teachers affirmed the Self-Determination Theory by Deci and Ryan (2000). This theory highlighted the idea that leaders' relational transparency will increase the autonomy of themselves because of higher self-awareness and self-regulation. Leaders' authenticity will set a model that influences subordinates. When studying the influence of leaders on subordinates' active behavior, Cui et al. (2015) found that leaders were a significant positive predictor for subordinates' active behavior. Active behavior is a self-regulating behavior whereby an individual sets goals and implements them actively in the workplace.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may encourage school leaders to maintain and further enhance their relational transparency which can foster trust and collaboration among stakeholders, leading to a more conducive learning environment. Initiatives may be implemented to empower teachers to continue demonstrating proactive behavior, as this not only benefits student outcomes but also contributes to a culture of innovation and continuous improvement within schools. Providing training and resources to support these behaviors may amplify their impact and contribute to the overall effectiveness of the education system.



Moreover, school heads may continue prioritizing transparent communication and decision-making processes, as this not only enhances relationships with staff but also promotes a sense of inclusivity and shared ownership of goals and initiatives. Additionally, recognizing and reinforcing proactive behaviors among teachers through acknowledgment, professional development opportunities, and clear expectations may further empower them to contribute positively to the school's mission and objectives. School heads may cultivate a supportive and dynamic environment that maximizes the potential for student success and overall school improvement.

Furthermore, teachers may capitalize on the extensive relational transparency demonstrated by school heads by actively engaging in open communication and collaboration. They may continue demonstrating initiative and taking ownership of their professional responsibilities by consistently seeking opportunities for growth, innovation, and collaboration.

Lastly, future researchers may explore the longitudinal effects of relational transparency of school heads and proactive behavior of teachers on various aspects of school functioning and student outcomes. In addition to quantitative measures, qualitative research may provide deeper insights into the underlying mechanisms and contextual factors influencing these behaviors. By employing mixed-method approaches and considering diverse perspectives, future research may offer valuable insights that inform policy and practice aimed at promoting a positive school climate and enhancing educational outcomes.

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