

Teachers' Professional Development and School Leadership Management

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ABSTRACT

The study evaluates teachers' professional development and school leadership management in Basud District Elementary Schools. It explores teachers' perceptions of professional development opportunities in instructional practices, job satisfaction, and professional growth, and assesses the effectiveness of these opportunities in contributing to positive changes. Additionally, the study examines the relationship between professional development and leadership management, identifies significant differences between provided opportunities and actual development, and suggests measures to address these needs while enhancing leadership management in elementary schools. Using a quantitative and descriptive-correlational design, the study involved 256 teachers and 26 school leaders from Basud District. Data were collected through a Modified Philippine Professional Standards for Teachers and Philippine Professional Standards for School Heads Questionnaire. The study reveals that teachers in Basud District Elementary Schools perceive positive professional development opportunities, particularly in instructional practices and job satisfaction, though areas like training for non-major subjects and work-life balance need improvement. The effectiveness of these opportunities is high, contributing positively to instructional practices, job satisfaction, and professional growth. School leadership management is also rated highly, particularly in developing self and others, and focusing on teaching and learning. However, no significant relationship was found between professional development and school leadership management practices, though significant differences exist between provided opportunities and actual development. To address these gaps, the study proposes the "TEACH LEAD" workshop and the implementation of the "Cultivating Excellence" policy, aiming to enhance both professional development and leadership management. These measures are intended to ensure continuous improvement and better educational outcomes across the district.

Keywords: Teachers' professional development, School leadership management, Instructional practices, Job satisfaction

INTRODUCTION

The education sector in the Philippines prioritizes the continuous enhancement of the teaching profession, as emphasized in the 1987 Philippine Constitution and supported by the Philippine Professional Standards for Teachers (PPST). The PPST, guided by DepEd Order No. 42, S. 2017, outlines the need for ongoing professional development to ensure teachers are well-prepared for the K to 12 Program. This professional development is crucial for improving teaching skills, increasing job satisfaction, and enabling collaboration among educators.

School leadership, as defined by Republic Act 9155 (the Governance of Basic Education Act), plays a pivotal role in the Philippine education system. School principals are responsible for leadership, administration, teacher assessment, and student discipline, with the ultimate goal of achieving superior educational outcomes. Studies have shown a positive relationship between effective school leadership and teacher professionalism, emphasizing the need for strong connections between these two factors.

However, challenges exist in integrating professional development for teachers with effective school leadership. Research highlights the complexities and obstacles in harmonizing these two areas, underscoring the need for a deeper understanding of their interaction. The study titled "Teachers' Professional Development: Its Influence on Elementary School Leadership Management" aims to explore this relationship, particularly

within the context of Basud District Elementary Schools. It seeks to understand how investments in teacher development impact school leadership, instructional practices, job satisfaction, and professional growth.

The research is motivated by the crucial role that both teachers and school leaders play in shaping the educational environment, especially in primary schools where foundational learning occurs. By aligning the study with the specific needs of Basud District, the researcher aims to provide practical recommendations that will enhance educational practices and leadership, ultimately contributing to the success and excellence of the district's educational system.

METHODS

This study utilizes a quantitative method and descriptive-correlational design to explore the impact of teachers' professional development on elementary school leadership management in Basud District. A survey questionnaire will gather data from 256 teachers and 26 school leaders. The quantitative approach allows for statistical analysis, using tools like correlation coefficients, regression analysis, and descriptive statistics to examine relationships between variables such as professional development, instructional practices, job satisfaction, and leadership management. The descriptive-correlational design provides a systematic exploration of these relationships without manipulating variables, offering insights into the natural dynamics within the school district.

Total enumeration sampling includes all eligible teachers and school leaders, ensuring comprehensive representation. Data collection follows ethical standards, with permissions obtained from relevant educational authorities. The Modified PPST/PPSSH Questionnaire, based on validated national standards, will be used to measure various aspects of professional development and leadership management. Statistical analysis, including weighted means, Pearson correlation coefficients, and t-tests, will be conducted using SPSS software to analyze the data. The study aims to identify key measures to address professional development needs and enhance leadership management, contributing to improved educational outcomes in the Basud District Elementary Schools.

RESULTS AND DISCUSSIONS

Professional Development Opportunities. Teachers in Basud District Elementary Schools expressed a positive perception of the professional development opportunities in the 3 key areas of Instructional Practices, Job Satisfaction, and Professional Growth.

Instructional Practices. There were distinct perceptions of professional development opportunities among teachers in Basud District, as presented in Table 1, particularly in instructional practices. The DepEd Child Protection Policy, rated highest with a weighted mean of 3.95, reflects strong agreement on its significance, underscoring its critical role in fostering a safe learning environment. Conversely, training for teachers teaching non-major subjects received the lowest rating, with a weighted mean of 3.25, suggesting that while valued, it is perceived as less impactful. The overall weighted mean of 3.67, indicates that teachers perceive the professional development opportunities in instructional practices as largely effective. These findings align with research by Darling-Hammond et al. (2019), which emphasizes the importance of context-specific professional development in enhancing teacher effectiveness and student outcomes. The conclusions drawn from this analysis indicate a need for more targeted and relevant professional development, particularly for non-major subjects. Educational leaders are recommended to develop tailored programs that address these specific needs, ensuring balanced and comprehensive professional growth, which will ultimately lead to improved instructional practices and a more cohesive educational environment.

Table 1 Perceived Professional Development Opportunities Provided to the Teachers in the Area of Instructional Practices

Indicators	WM	VI
1. Higher Order Thinking Skills – Professional Learning Packages (HOTS-PLP) for English,	3.36	SA

Mathematics, and Science		
2. Instructional Leadership Training (ILT): Strengthening Learning Conditions for Early Literacy	3.50	SA
3. Training for Teachers Teaching Non-Major Subjects Filipino, Araling Panlipunan, EsP and MAPEH	3.25	SA
4. Microsoft 365 Productivity Online Training through DepEd Philippines	3.84	SA
5. National Learning Camp	3.75	SA
6. National Reading Program	3.52	SA
7. National Mathematics Program	3.42	SA
8. Catch-up Fridays	3.92	SA
9. Early Language Literacy and Numeracy (ELLN)	3.85	SA
10. Policy Guidelines on the Implementation of the Comprehensive Sexuality Education (DepEd Order No. 31, s. 2018)	3.60	SA
11. Child Rights Policy: Adopting the Rights-Based Education Framework in Philippine Basic Education (DepEd Order No. 31, s. 2022)	3.93	SA
12. DepEd Child Protection Policy (DepEd Order No. 40, s. 2012)	3.95	SA
13. Safe Spaces Act (Republic Act No. 11313)	3.80	SA
<i>Overall Weighted Mean</i>	<i>3.67</i>	<i>SA</i>

Rating Scale Descriptive Interpretation

- 3.26 - 4.00 Strongly Agree (SA)
- 2.51 - 3.25 Agree (A)
- 1.76 - 2.50 Disagree (DA)
- 1.00 - 1.75 Strongly Disagree (D)

Job Satisfaction. There was a notable variation in the perceived effectiveness of professional development opportunities related to job satisfaction in Basud District, as presented in Table 2. Recognition Programs for Teachers' Efforts ranked highest with a weighted mean of 3.94, indicating strong agreement on their importance. In contrast, Work-life Balance Workshops received the lowest rating with a mean of 3.21, reflecting only agreement on their impact. The overall weighted mean of 3.62, suggests that the teachers generally perceive the professional development opportunities as positive contributors to their job satisfaction. These findings align with Collie et al. (2019), who emphasized the importance of both recognition and work-life balance in enhancing teacher job satisfaction and well-being. Recommendations include developing professional development programs that address both systemic issues and support teachers' holistic well-being to foster a more supportive and fulfilling work environment.

Table 2 Perceived Professional Development Opportunities Provided to the Teachers in the Area of Job Satisfaction

Indicators	WM	VI
1. Teacher Well-being Programs	3.61	SA
2. Work-life Balance Workshops	3.21	A

3. Professional Development on Positive School Culture	3.72	SA
4. Programs Focused on a Supportive Work Environment	3.62	SA
5. Workshops on Effective Communication	3.48	SA
6. Recognition Programs for Teachers' Efforts	3.94	SA
7. Mental Health and Stress Management Workshops	3.80	SA
8. Team-building and Collaboration Training	3.58	SA
9. Leadership and Empowerment Workshops for Teachers	3.43	SA
10. Professional Development on Classroom Management and Teacher Autonomy	3.81	SA
11. Programs Addressing Teacher Motivation and Engagement	3.63	SA
Overall Weighted Mean	3.62	SA

Rating Scale Descriptive Interpretation

- 3.26 - 4.00 Strongly Agree (SA)
- 2.51 - 3.25 Agree (A)
- 1.76 - 2.50 Disagree (DA)
- 1.00 - 1.75 Strongly Disagree (D)

Professional Growth. There was a clear disparity in the perceived value of professional development opportunities related to professional growth for teachers in Basud District, as shown in Table 3. Educational Conferences and Seminars were highly rated with a weighted mean of 3.91, indicating strong agreement on their effectiveness in enhancing teachers' skills and knowledge. Conversely, Specialization Workshops or Courses received a lower rating of 3.17, suggesting less perceived value and potential barriers to their effectiveness. The overall weighted mean of 3.61 reflects that teachers generally view professional development opportunities as beneficial for their professional growth. These findings align with Pan (2023), who highlighted the importance of well-structured professional development and noted challenges with less popular programs. Recommendations include prioritizing and expanding educational conferences and addressing barriers to international exchanges to better support teachers' professional growth and improve overall effectiveness.

Table 3. Perceived Professional Development Opportunities Provided to the Teachers in the Area of Professional Growth

Indicators	WM	VI
1. Advanced Degree Pursuit Support Programs	3.44	SA
1. Specialization Workshops or Courses	3.17	A
2. Leadership Training Programs	3.82	SA
3. Research and Publication Workshops	3.46	SA
4. Mentoring and Coaching Programs	3.74	SA
5. Professional Learning Communities	3.76	SA
6. Educational Conferences and Seminars	3.91	SA
7. Innovative Teaching Methodologies Training	3.68	SA

8.	Technology Integration Workshops	3.88	SA
9.	Career Development Programs	3.78	SA
10.	Cross-disciplinary Collaboration Opportunities	3.57	SA
11.	Continuing Education Courses	3.66	SA
12.	National and International Exchanges or Fellowships	3.27	SA
13.	Advanced Degree Pursuit Support Programs	3.44	SA
Overall Weighted Mean		3.61	SA

Rating Scale Descriptive Interpretation

- 3.26 - 4.00 Strongly Agree (SA)
- 2.51 - 3.25 Agree (A)
- 1.76 - 2.50 Disagree (DA)
- 1.00 - 1.75 Strongly Disagree (D)

Extent to which the Effectiveness Teachers' Professional Development Contributes to Positive Changes.

The extent to which the effectiveness of teachers' professional development contributes to positive changes in instructional practices, job satisfaction, and professional growth is evident in the teachers' perceptions in Basud District Elementary Schools.

Instructional Practices. The teachers' professional development significantly impacts instructional practices, as indicated in Table 4, with the highest rating given to enhancing educational outcomes through effective assessment strategies (weighted mean of 3.97) and the lowest to using research-based knowledge in teaching practices (weighted mean of 3.62). This discrepancy underscores the necessity for a more balanced approach to professional development, ensuring that all aspects are given due attention. The overall weighted mean of 3.81, reflects the significant effectiveness of teachers' professional development in contributing to positive changes in instructional practices. To address this, comprehensive professional development programs should not only focus on improving assessment literacy but also on incorporating evidence-based strategies and methodologies that are grounded in current educational research. Relevant studies by the OECD (2019), Parsons (2022), and Lalor (2022) support these findings and emphasize the importance of effective professional development and leadership in fostering teacher growth and improving educational outcomes. By prioritizing both effective assessment practices and the application of research findings, educators can develop more robust teaching methodologies that are likely to lead to enhanced student achievements and a more impactful educational experience.

Table 4. Extent to which the Effectiveness Teachers' Professional Development Contribute to Positive Changes in the Area of Instructional Practices

Indicators	WM	VI
1. Apply knowledge of content within and across curriculum teaching areas.	3.64	VHE
2. Use research-based knowledge and principles of teaching and learning to enhance professional practice.	3.62	VHE
3. Responsiveness of the differentiated instruction and individualize learning experiences, as learned from the professional development trainings, in addressing the diverse needs and learning preferences of students	3.92	VHE
4. Practices on increasing student engagement, fostering active participation, and promoting a more dynamic classroom environment through teachers' learnings in professional development programs	3.88	VHE

5. Enhancement of educational outcomes through the implementation of best practices in assessment, encompassing both formative and summative evaluations, to assess student comprehension and adapt instructional approaches	3.97	VHE
Overall Weighted Mean	3.81	VHE

Rating Scale Descriptive Interpretation

- 3.26 - 4.00 Very High Extent (VHE)
- 2.51 - 3.25 High Extent (HE)
- 1.76 - 2.50 Moderate Extent (ME)
- 1.00 - 1.75 Low Extent (LE)

Job Satisfaction. The extent to which teachers' professional development impacts job satisfaction shows high effectiveness overall, with an average weighted mean of 3.72, as shown in Table 5. The highest-rated indicator was "Regularly reviewing personal teaching practice using existing laws and regulations," which received a mean of 3.92, reflecting a strong sense of professionalism and accomplishment. In contrast, "Building strong relationships with parents/guardians and the wider school community" had the lowest mean of 3.62, indicating potential areas for improvement. This data suggests that professional development programs should emphasize self-reflection and adherence to professional standards while also enhancing efforts to foster community relationships. Relevant research by Sid (2023) and Ortan, Simut, and Simut (2021) supports the importance of well-designed training programs and addressing teacher well-being to maximize the impact of professional development.

Table 5. Extent to which the Effectiveness Teachers' Professional Development Contribute to Positive Changes in the Area of Job Satisfaction

Indicators	WM	VI
1. Maintaining learning environments that are responsive to community contexts, ensuring teachers feel engaged and connected to the communities they serve, which can enhance job satisfaction through a sense of purpose and impact.	3.64	VHE
2. Building strong relationships with parents/guardians and the wider school community to facilitate involvement in the educative process, fostering a supportive network that can contribute to a teacher's sense of belonging and satisfaction in their role.	3.62	VHE
3. Regularly reviewing personal teaching practice using existing laws and regulations, which can provide teachers with a sense of professionalism and accomplishment as they strive to meet and exceed standards in their profession.	3.92	VHE
Overall Weighted Mean	3.72	VHE

Rating Scale Descriptive Interpretation

- 3.26 - 4.00 Very High Extent (VHE)
- 2.51 - 3.25 High Extent (HE)
- 1.76 - 2.50 Moderate Extent (ME)
- 1.00 - 1.75 Low Extent (LE)

Professional Growth. The extent to which teachers' professional development impacts professional growth shows that setting goals based on the Philippine Professional Standards for Teachers, with a weighted mean of 3.98, is highly prioritized. In contrast, developing a personal professional improvement plan through reflection, with a weighted mean of 3.73, is also valued but slightly less emphasized, as shown in Table 6. The overall weighted mean of 3.87, indicates that professional development initiatives are highly effective in promoting teachers' professional growth. Related research, including the OECD study on effective professional development, Segerstrale's (2018) work on teacher empowerment in group contexts, and Ortan et al.'s research

on the interplay between self-efficacy and job satisfaction, supports this balanced approach, highlighting its positive effects on teachers' skills, job satisfaction, and overall well-being.

Table 6. Extent to which the Effectiveness Teachers' Professional Development Contribute to Positive Changes in the Area of Professional Growth

Indicators	WM	VI
1. Apply a personal philosophy of teaching that is learner-centered.	3.96	VHE
2. Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	3.89	VHE
3. Participate in professional networks to share knowledge and to enhance practice.	3.81	VHE
4. Develop a personal professional improvement plan based on reflection of one's teaching practice and pedagogical approaches.	3.73	VHE
5. Set professional development goals based on the Philippine Professional Standards for Teachers.	3.98	VHE
Overall Weighted Mean	3.87	VHE

Rating Scale Descriptive Interpretation

3.26 - 4.00 Very High Extent (VHE)

2.51 - 3.25 High Extent (HE)

1.76 - 2.50 Moderate Extent (ME)

1.00 - 1.75 Low Extent (LE)

Level of School Leadership Management among Principals in Basud District Elementary Schools. The level of school leadership management exhibited by principals in Basud District Elementary Schools reflects a multifaceted approach encompassing five critical dimensions: Building Connections, Developing Self and Others, Focusing on Teaching and Learning, Managing School Operations and Resources, and Leading Strategically.

Building Connections. The level of school leadership management of the school leaders in Basud District Elementary Schools, along with Building Connections, shows that initiating and leading partnerships with community stakeholders, with a weighted mean of 3.79, is highly prioritized. In contrast, cultivating strong relationships with authorities and other stakeholders, with a weighted mean of 3.36, is valued but slightly less emphasized. Furthermore, the overall weighted mean of 3.57 signifies a strong commitment among principals to prioritize Building Connections, reflecting their recognition of the importance of collaboration and partnership in fostering holistic educational experiences for students. This suggests that while proactive community engagement is crucial, there is also a need for continued effort in fostering supportive relationships within the school community. The recommendation is to enhance professional development for principals to improve both community partnership-building and relationship management. Related research, by Leithwood et al. (2020) confirms the role of principals in building collaborative networks with external stakeholders, highlighting the positive impact on student outcomes. They found that principals who actively engage with parents, the community, and local organizations tend to create a more inclusive school environment, which directly influences school performance and student well-being.

Table 7. Level of School Leadership Management among Principals in Basud District Elementary Schools along with Building Connections

Indicators	WM	VI
1. Consistently cultivate and demonstrate strong relationships with authorities, colleagues,	3.36	VHL

parents, and other stakeholders to establish and maintain an inclusive, supportive, and conducive environment for learners.		
2. Effectively oversee and evaluate school organizations, including learner organizations, faculty clubs, and parent-teacher associations, by implementing relevant policies and guidelines to ensure their alignment with institutional goals and maximize their impact on the school community.	3.44	VHL
3. Promote inclusive practices, including gender sensitivity, physical and mental health awareness, and cultural responsiveness, within the school and wider community to foster awareness, acceptance, and respect.	3.70	VHL
4. Demonstrate effective communication skills in both verbal and written forms to facilitate information sharing, collaboration, and support among teachers, learners, parents, and other stakeholders. Additionally, mentor school personnel in developing these communication skills and ensuring the positive use of communication platforms for effective engagement within and beyond the school community.	3.54	VHL
5. Initiate, empower, and lead partnerships with various community stakeholders, including parents, alumni, authorities, industries, and others, to collectively address concerns related to learner development and contribute to the improvement of both the school and the wider community.	3.79	VHL
Overall Weighted Mean	3.57	VHL

Rating Scale Descriptive Interpretation

- 3.26 - 4.00 Very High Level (VHL)
- 2.51 - 3.25 High Level (HE)
- 1.76 - 2.50 Moderate Level (ME)
- 1.00 - 1.75 Low Level (LL)

Developing Self and Others. The level of school leadership management among principals in Basud District Elementary Schools, along with developing self and others, shows that engaging in professional reflection and demonstrating exemplary leadership received the highest results, both with a weighted mean of 3.92, indicating a Very High Level. In contrast, actively participating in and leading professional networks received the lowest result, with a weighted mean of 3.44, though still interpreted as Very High Level, The overall weighted mean of 3.79, indicates that principals in Basud District Elementary Schools demonstrate a strong capacity for leadership, particularly in developing themselves and others. This suggests a strong emphasis on personal development and leadership within the school community, while also highlighting the need to strengthen engagement in professional networks. The recommendation is to enhance support for principals in both reflective practices and leadership roles in professional networks. Related research, including Taylor's work on ongoing learning opportunities (2020), Butler's case study on continuous learning and mentorship (2022), supports the importance of structured support and adaptive leadership in fostering a culture of growth and effectiveness in educational institutions.

Table 8. Level of School Leadership Management among Principals in Basud District Elementary Schools along with Developing Self and Others

Indicators	WM	VI
1. Establish, reflect upon, and serve as a learning resource for personal and professional development goals aligned with the Philippine Professional Standards for School Heads, fostering continuous growth and improvement within the educational leadership community.	3.86	VHL

2. Continuously engage in professional reflection and learning to enhance practice, initiate reflective practices and facilitate learning opportunities among fellow school heads for collective improvement, while demonstrating. Exemplary leadership through critical evaluation, setting clear development targets, and modeling effective leadership within and beyond the school community.	3.92	VHL
3. Exemplary leadership through critical evaluation, setting clear development targets, and modeling effective leadership within and beyond the school community.	3.92	VHL
4. Participate actively in professional networks to continually enhance knowledge, skills, and practice, while also taking a leadership role in organizing and facilitating professional networks to empower colleagues, maximize their potential, and collectively enhance practice.	3.44	VHL
5. Collaboratively implement and monitor the performance management system with school personnel to support career advancement and enhance office performance, while exhibiting exemplary practice to ensure individual career advancement and sustained improvement in office performance.	3.89	VHL
6. Initiate, monitor, and evaluate professional development initiatives aimed at enhancing strengths and addressing performance gaps among school personnel. Additionally, model exemplary practice in implementing these initiatives to effectively enhance strengths and improve performance among school personnel.	3.86	VHL
7. Provide opportunities for individuals and teams to assume leadership roles and responsibilities, while also offering capacity-building support to ensure effective performance in fostering shared governance and accountability, and empower them to consistently fulfill leadership roles and responsibilities in achieving school goals through shared governance and accountability.	3.66	VHL
8. Ensure the general welfare of school personnel by implementing laws, policies, guidelines, and issuances related to their rights, privileges, and benefits into school programs, trainings, and activities, and advocate for their welfare by mobilizing support from the wider school community to strengthen the implementation of relevant local and national policies.	3.88	VHL
9. Establish and institutionalize a school rewards system to recognize and motivate learners, school personnel, and other stakeholders for exemplary performance and continued support, collaborating with school personnel to engage stakeholders and garner support for the implementation of the rewards system to sustain exemplary performance and continued support, while also institutionalizing the rewards system with backing from the wider school community to ensure consistent recognition and motivation for all stakeholders.	3.67	VHL
Overall Weighted Mean	3.79	VHL

Rating Scale Descriptive Interpretation

- 3.26 - 4.00 Very High Level (VHL)
- 2.51 - 3.25 High Level (HE)
- 1.76 - 2.50 Moderate Level (ME)
- 1.00 - 1.75 Low Level (LL)

Focusing on Teaching and Learning. The level of school leadership management among principals in Basud District Elementary Schools, along with focusing on teaching and learning, shows that collaboratively developing and implementing learner discipline policies received the highest result, with a weighted mean of

3.88, indicating a Very High Level. Conversely, collaboratively providing technical assistance for utilizing learning assessment tools received the lowest result, with a weighted mean of 3.42, though still interpreted as Very High Level, while, the overall weighted mean of 3.68, reflects that principals are perceived to be highly effective in focusing on teaching and learning. This highlights the strong emphasis on creating effective discipline policies while indicating a potential area for improvement in supporting teachers with assessment tools. The recommendation is for principals to continue prioritizing collaborative policy development and to invest in targeted professional development to enhance educators' use of assessment data. Related research, of Lalor (2022) supports and emphasizes the critical role of school leaders in providing support and resources for teachers' ongoing learning and growth, aligning with the need for targeted professional development highlighted in the implications paragraph.

Table 9. Level of School Leadership Management among Principals in Basud District Elementary Schools along with Focusing on Teaching and Learning

Indicators	WM	VI
1. Collaboratively assist teachers by working with teams to review, contextualize, and implement learning standards, sharing exemplary practices to effectively make the curriculum relevant for learners.	3.64	VHL
2. Collaboratively engage school personnel, including master teachers, head teachers, and department heads, to provide technical assistance to teachers on teaching standards and pedagogies within and across learning areas, exhibiting best practices to support teachers in developing exemplary practices consistent with teaching standards and pedagogies.	3.61	VHL
3. Collaboratively utilize validated feedback from learners, parents, and other stakeholders with school personnel to assist teachers in improving their performance, while exhibiting exemplary skills in effectively leveraging such feedback for teacher improvement.	3.68	VHL
4. Engage in developing data-based interventions utilizing learning outcomes to maintain learner achievement and achieve performance indicators, involving the wider school community, and mentoring fellow school heads to ensure sustained learner achievement and accountability within and beyond school contexts.	3.67	VHL
5. Collaboratively provide technical assistance to teachers in utilizing learning assessment tools, strategies, and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes, working with personnel involved in evaluating teachers' use of these tools, and leading initiatives on innovative use for enhanced accountability and improved outcomes.	3.42	VHL
6. Effectively manage and ensure a learner-friendly, inclusive, and healthy learning environment, engaging the wider school community to maintain and promote such an environment, while empowering them to sustain its inclusivity and healthiness.	3.73	VHL
7. Ensure the seamless integration of career awareness and opportunities into learning experiences aligned with the curriculum, undertaking initiatives to promote this integration and institutionalizing it throughout the school curriculum and all other learning experiences.	3.71	VHL
8. Collaboratively develop and implement learner discipline policies with stakeholders, ensuring integration into various school processes and consistent application by all personnel, while leading concerted efforts among stakeholders to develop and implement effective policies supporting student growth and whole school improvements.	3.88	VHL
Overall Weighted Mean	3.68	VHL

Rating Scale	Descriptive Interpretation
3.26 - 4.00	Very High Level (VHL)
2.51 - 3.25	High Level (HE)
1.76 - 2.50	Moderate Level (ME)
1.00 - 1.75	Low Level (LL)

Managing School Operations and Resources. The level of school leadership management among principals in Basud District Elementary Schools, along with managing school operations and resources, shows that capacitating personnel in technology use and collaborating on school safety received the highest results, both with a weighted mean of 3.84, indicating a Very High Level. Conversely, establishing shared accountability for managing school facilities and equipment received the lowest result, with a weighted mean of 3.14, though still interpreted as Very High Level, while, the overall weighted mean of 3.65, indicates that principals are highly effective in managing school operations and resources. This highlights the strong focus on leveraging technology and collaboration for school operations and safety, while pointing to potential improvements needed in managing facilities and equipment. The recommendation is for principals to enhance professional development in technology and collaboration, while also establishing clearer policies and accountability mechanisms for facilities management. Related research, Sid (2023) and Usman et al. (2020), underscore the importance of professional development, effective strategies, and leadership in enhancing school management and operations.

Table 10. Level of School Leadership Management among Principals in Basud District Elementary Schools along with Managing School Operations and Resources

Indicators	WM	VI
1. Capacitate school personnel to exhibit best practices in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.	3.84	VHL
2. Exhibit efficient and effective financial management practices by consistently adhering to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan, and implement a checking mechanism to sustain this efficiency and effectiveness.	3.76	VHL
3. Establish shared accountability and systematize processes to manage school facilities and equipment in adherence to policies, guidelines, and issuances on acquisition, recording, utilization, repair and maintenance, storage, and disposal.	3.14	VHL
4. Engage and empower school personnel to maintain and sustain effective management of staff, including teaching load distribution and assignment, in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	3.82	VHL
5. Work collaboratively with the wider school community to manage school safety for disaster preparedness, mitigation, and resiliency, ensuring continuous delivery of instruction, and institutionalize effective safety management to sustain this continuous delivery.	3.84	VHL
6. Capacitate and empower school personnel to effectively manage emerging opportunities and challenges, promoting equality and equity in addressing the needs of learners, school personnel, and other stakeholders.	3.72	VHL
Overall Weighted Mean	3.65	VHL

Rating Scale	Descriptive Interpretation
3.26 - 4.00	Very High Level (VHL)
2.51 - 3.25	High Level (HE)

1.76 - 2.50 Moderate Level (ME)
 1.00 - 1.75 Low Level (LL)

Leading Strategically. The level of school leadership management among principals in Basud District Elementary Schools, along with leading strategically, shows that collaboratively communicating the DepEd vision and core values received the highest weighted mean of 3.94, indicating a Very High Level. Conversely, designing and implementing strategies to utilize learner voice in policy development received the lowest weighted mean of 3.41, though still interpreted as Very High Level, on the other hand, the overall weighted mean of 3.59, suggests that principals in Basud District are highly effective in leading strategically. This highlights principals' strengths in aligning school policies with broader educational goals while indicating a need for improvement in integrating student perspectives into decision-making. The recommendation is for principals to enhance their strategies for incorporating learner input and continue fostering alignment with educational values. Related research by Tversky (2022), support the need for strategic leadership and ongoing professional growth to effectively lead and improve school outcomes.

Table 11. Level of School Leadership Management among Principals in Basud District Elementary Schools along with Leading Strategically

Indicators	WM	VI
1. Collaboratively communicate the DepEd vision, mission, and core values with school personnel to the wider school community, strengthening shared understanding and alignment of school policies, programs, trainings, and activities, while serving as a role model in embodying these values to sustain alignment.	3.94	VHL
2. Engage the planning team and school community in developing and implementing school plans aligned with institutional goals and policies, while also sharing best practices with fellow school heads to ensure effective alignment and implementation.	3.87	VHL
3. Undertake policy implementation and review in the school to ensure consistency of operations with national and local laws, regulations, and issuances, engaging stakeholders to improve implementation and recommend enhancements to higher authorities based on review outcomes.	3.73	VHL
4. Collaboratively utilize relevant research findings from reliable sources with school personnel to facilitate data-driven and evidence-based innovations aimed at improving school performance, while promoting a culture of research to foster continuous improvement in this regard.	3.75	VHL
5. Lead the design and implementation of needs-based programs in the school to support the development of learners, empowering school personnel to actively participate in this process and ensuring their effective implementation.	3.54	VHL
6. Design and implement effective strategies, and systematize processes, to utilize learner voice—including feelings, views, and opinions—in informing policy development and decision-making toward school improvement.	3.41	VHL
7. Lead the institutionalization of effective monitoring and evaluation processes and tools to promote learner achievement, including the design of supplemental tools following standard processes to enhance monitoring and evaluation efforts.	3.50	VHL
Overall Weighted Mean	3.59	VHL

Rating Scale Descriptive Interpretation

3.26 - 4.00 Very High Level (VHL)

2.51 - 3.25 High Level (HE)

1.76 - 2.50 Moderate Level (ME)
 1.00 - 1.75 Low Level (LL)

Significant Relationship Between Teachers' Professional Development and School Leadership Management Practices. The test for a significant relationship between teachers' professional development (instructional practices, job satisfaction, and professional growth) and school leadership management practices (building connections, developing self and others, focusing on teaching and learning, managing school operations and resources, and leading strategically) was conducted using Pearson Product Moment Correlation (r). Table 13 shows that the variables of teachers' professional development have no significant relationship with the leadership management practices, as indicated by p-values greater than 0.05. These findings suggest that any observed associations are likely due to random chance rather than representing a significant relationship, leading to the non-rejection of the null hypothesis. The study recommends a more nuanced approach to professional development and leadership training and emphasizes the need for further research to explore other influencing factors, as highlighted by Dagohoy (2019).

Table 12. Test for Significant Relationship between Teachers Professional Development and School Leadership Management Practices

Level of Leadership Management Practices	Teachers' Professional Development					
	Instructional Practices		Job Satisfaction		Professional Growth	
	r	p-value	r	p-value	r	p-value
1. Building Connection	-.018	.780	.088	.161	.035	.579
2. Developing Self and Others	-.018	.780	.088	.161	.035	.579
3. Focusing on Teaching and Learning	.060	.336	.016	.803	.060	.336
4. Managing School Operations and Resources	-.041	.511	-.019	.764	.072	.254
5. Leading Strategically	-.009	.889	.043	.496	-.093	.137

Significant Difference Between Professional Development Opportunities and Teachers' Professional Development. The findings reveal a significant difference between the availability of professional development opportunities and the actual improvement in teachers' instructional practices, job satisfaction, and professional growth, with t-values of 13.975, 13.06, and 18.787 respectively, and p-values of 0.000, confirming statistical significance, as shown in Table 12. These results indicate that current development programs may not be effectively addressing teachers' needs. Conclusions suggest that merely providing access to professional development is insufficient; the focus should shift to enhancing the quality and relevance of these programs. Recommendations include tailoring professional development initiatives to align more closely with teachers' specific needs and evaluating the effectiveness of existing programs. Related research, such as Nevenglosky et al. (2022) and Brody (2021), underscores the necessity of customized, high-quality development programs to improve teacher growth and satisfaction.

Table 13. Test for Significant Difference between Professional Development Opportunities and Teachers' Professional Development

Indicators	Professional Development Opportunities VS Teachers Professional Development				
	Mean	Standard Deviation	t	p-value	Remarks
1. Instructional Practices	.1667	.1908	13.975**	.000	Significant

2. Job satisfaction	.2087	.2547	13.06**	.000	Significant
3. Professional Growth	.2353	.2004	18.787**	.000	Significant

** Significant @0.01%

*Significant @0.05%

Measures to be Implemented to Address the Professional Development Needs of Teachers while Enhancing Leadership Management in Elementary Schools. Measures to be implemented to address the professional development needs of teachers while enhancing leadership management in elementary schools include the TEACH LEAD training initiative. This two-day workshop, with a structure tailored to the lowest-rated areas identified in the study, focuses on effective teaching strategies, strategic planning, and work-life balance. By directly addressing gaps in instructional practices, job satisfaction, and professional growth, the program aligns with findings from Darling-Hammond et al. (2019), which highlight the positive impact of targeted professional development on educational outcomes. This comprehensive approach ensures that educators receive relevant and impactful training, fostering continuous improvement and excellence within the district. Ultimately, the initiative aims to improve teaching practices, enhance leadership capabilities, and create a supportive network of educators.

CONCLUSIONS

Based on the obtained results, the researcher formulated the following conclusions.

1. The Teachers in Basud District Elementary Schools perceive the professional development opportunities offered in the areas of instructional practices, job satisfaction, and professional growth positively. This favorable perception reflects the overall effectiveness of these initiatives in supporting educators. Notably, opportunities such as the DepEd Child Protection Policy and recognition programs for teachers' efforts have received high ratings, indicating their significant impact on teachers' professional experiences and engagement.
2. The extent to which the effectiveness of teachers' professional development significantly contributes to positive changes in instructional practices, job satisfaction, and professional growth, showcasing how these initiatives enhance teachers' skills and foster continuous improvement. This stresses the vital role of ongoing professional development in promoting educational excellence and supporting the growth of teachers.
3. The level of school leadership management among principals in Basud District Elementary Schools is exceptionally high across various dimensions. Principals excel particularly in developing self and others, focusing on teaching and learning, and managing school operations and resources. High performance in areas such as building connections and leading strategically further underscores the strong leadership capabilities within the district, highlighting a strong framework of effective school management practices.
4. While professional development and leadership management are both crucial for educational improvement, they may operate independently within the context of Basud District Elementary Schools. Therefore, separate strategies may be required to enhance each aspect effectively.
5. The significant difference between the provision of professional development opportunities and teachers' actual professional development in instructional practices, job satisfaction, and professional growth highlights the need for better alignment and more effective implementation of these opportunities to truly meet teachers' needs and enhance their professional growth.
6. The TEACH LEAD: Training for Effective and Comprehensive Advancement in Holistic Leadership and Educator Development is a well-designed, targeted two-day workshop aimed at addressing the professional development needs of teachers while enhancing leadership management in Basud District Elementary Schools. By focusing on the lowest-rated areas identified in the study, such as effective teaching strategies for non-major subjects, strategic planning, and work-life balance, and by selecting one teacher and their school head

from each school, the program ensures personalized attention and effective knowledge dissemination within schools.

RECOMMENDATIONS

The conclusions lead to the following proposed recommendations:

1. Basud District Elementary Schools should continue to prioritize and invest in tailored professional growth initiatives to support teachers' ongoing development. This commitment reflects the importance of nurturing a culture of continuous improvement and excellence within the educational community. By providing targeted professional development opportunities aligned with teachers' needs and aspirations, Basud District can empower educators to enhance their skills and expertise, ultimately leading to improved student outcomes and overall educational success.
2. The study recommends to prioritize and invest in ongoing professional development initiatives. These initiatives should be comprehensive and tailored to address the diverse needs of educators, focusing on areas such as pedagogical skills enhancement, well-being support, and career advancement opportunities. Additionally, fostering a culture of excellence among educators through continuous improvement efforts and recognition of their contributions can further enhance the effectiveness of professional development initiatives and ultimately contribute to positive outcomes in education.
3. It is recommended that school principals implement targeted professional development programs, encourage collaboration among their peers, and enhance community engagement initiatives to further strengthen their leadership capabilities in Basud District Elementary Schools.
4. It is recommended that the Basud District Elementary Schools implement targeted strategies for both professional development and school leadership management practices. For teachers' professional development, the school heads may develop and provide programs focused on enhancing teaching strategies, instructional techniques, and classroom management. This initiative will ensure that teachers receive the necessary support to independently improve their skills. Simultaneously, the Public Schools District Supervisor may establish training workshops and leadership programs for school administrators. These programs should emphasize effective management, decision-making, and community engagement. By addressing these areas, the Basud District Elementary Schools can enhance both teaching quality and school leadership effectiveness, ultimately improving overall educational outcomes.
5. It is recommended that the Basud District Elementary Schools enhance the alignment and implementation of professional development programs. The School Principal should conduct a comprehensive needs assessment to identify specific areas where teachers feel underserved or require further support.
6. It is recommended that the Basud District Elementary Schools implement The TEACH LEAD: Training for Effective and Comprehensive Advancement in Holistic Leadership and Educator Development may be implemented across the Basud District Elementary Schools. This targeted two-day workshop may be adopted as a district-wide initiative to address critical areas such as effective teaching strategies for non-major subjects, strategic planning, and work-life balance. Implementing the TEACH LEAD program district-wide will foster a culture of continuous improvement, enhance instructional practices and leadership capabilities, and ultimately improve educational outcomes across the district. This initiative is crucial for building a supportive and collaborative educational environment, promoting excellence, and ensuring that the professional development needs of all educators are met comprehensively.

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