

LEADERSHIP QUALITIES AND ADMINISTRATIVE SUPPORT ON TEACHER PROFESSIONAL DEVELOPMENT: A QUANTITATIVE STUDY

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ABSTRACT

This quantitative-correlational study examined how leadership qualities and administrative support influence teacher professional development among 140 public elementary school teachers in the District of New Bataan, Davao de Oro. Guided by Bass's Transformational Leadership Theory, the study assessed four leadership indicators, creativity and excellence, development, influence and inspiration, and decision-making, and four administrative support indicators, emotional, instructional, environmental management, and technical. Results showed that both leadership qualities and administrative support were rated positively, with technical and instructional support emerging as the highest. Teachers reported strong engagement in professional development, especially in classroom-based learning and content-focused activities. Significant positive relationships were found between leadership qualities ($r = 0.235$, $p < 0.05$) and administrative support ($r = 0.637$, $p < 0.001$) with teacher professional development. Notably, regression analysis identified development as a significant predictor among leadership indicators ($p = 0.015$), while managing the environment and technical support were the strongest predictors among administrative support indicators ($p < 0.001$). These findings underscore the importance of fostering supportive leadership and robust administrative systems to enhance teacher growth and professional learning, especially in rural school contexts.

Keyword: *educational administration leadership qualities, administrative support, teacher professional development, quantitative-correlational research*

1. INTRODUCTION

The professional growth of teachers is essential for maintaining quality education, yet its effectiveness largely depends on the leadership qualities of school administrators and the level of support they provide. However, variations in leadership effectiveness and institutional backing create disparities in professional learning opportunities. School leaders play a crucial role in identifying and providing professional development opportunities that align with teachers' needs, enhancing job satisfaction and instructional practices [1].

Globally, effective school leadership is pivotal in fostering an environment conducive to the professional growth of teachers. Effective school leadership is essential for fostering professional growth among teachers, as it creates a supportive environment for continuous development, collaboration, and innovation. This leadership approach ultimately enhances teaching quality and improves learner performance, as highlighted in the study [2].

In the Philippines, school heads' leadership styles significantly influence teachers' teaching accomplishment, with a positive correlation observed between effective leadership and teacher performance [3]. In the Davao del Norte Division, school heads utilize shared leadership to empower teachers and foster a collaborative school climate.

According to Ampo [4], there is a significant relationship between shared leadership practices and teacher empowerment, indicating that when school leaders involve teachers in decision-making and school planning, it promotes a sense of ownership and professional agency among educators.

In New Bataan, Davao de Oro, a critical issue affecting teacher professional development is the limited access to training opportunities, often stemming from inconsistent leadership effectiveness and uneven administrative support. A common observation across various schools is that only a select few teachers are chosen to participate in seminars and training programs, leaving the majority with minimal exposure to formal professional development. This selective participation undermines equitable capacity-building among teachers and hinders the overall improvement of instructional practices.

Despite numerous studies highlighting the role of leadership and administrative support in teacher professional development, several gaps remain. First, many studies are limited by small sample sizes, which restrict the generalizability of their findings across different educational contexts [5]. Furthermore, research on teacher professional development is often confined to single institutions or universities, failing to capture a broader perspective that includes teachers from various school settings [6]. Given these gaps, this study seeks to provide a more comprehensive analysis of how leadership qualities and administrative support influence teacher professional development, particularly in the local context of New Bataan, Davao de Oro. By addressing these research gaps, the study aims to inform school leaders, policymakers, and stakeholders in creating more inclusive and equitable professional development initiatives. Ultimately, this contributes to uplifting the quality of education by ensuring that all teachers, regardless of school context, receive the support necessary to thrive professionally and socially impact learners and communities.

1.1 Review of Related Literature and Studies

One of the most essential leadership qualities is responsibility and accountability. Effective leaders take ownership of their actions and decisions, ensuring that they foster trust and reliability within their institutions. By demonstrating accountability, they create a culture of integrity and professionalism, encouraging others to uphold the same standards [7]. In educational settings, accountable leaders set clear expectations and take responsibility for both successes and challenges, reinforcing a strong ethical foundation.

Administrative support plays a crucial role in mediating the relationship between transformational leadership and teacher job satisfaction. When school leaders provide guidance and encouragement, teachers experience higher morale and greater engagement in their work [8]. Additionally, supportive leadership practices, such as recognizing achievements and fostering a positive work culture, enhance teachers' sense of value within their roles, ultimately improving job satisfaction [9].

Effective school heads play a crucial role in fostering collaboration among teachers, encouraging teamwork and professional dialogue to enhance shared learning experiences [10]. They also prioritize training attendance, ensuring that teachers participate in workshops and seminars that are essential for their skill development [11]. Additionally, resource allocation is a key aspect of their role, as providing necessary teaching materials and learning tools create an environment that supports continuous professional growth [10].

Leadership and professional development in the Philippine context are intricately linked, with effective leadership playing a crucial role in enhancing educational outcomes. In Panabo City, school leaders are perceived as pivotal in enhancing teacher professional development, with research indicating a strong correlation ($r = 0.90$, $p < 0.05$) between leadership practices and developmental outcomes [12]. These leaders foster an environment that promotes continuous learning, reflective practice, and collaborative networks, all of which are fundamental to sustaining teacher growth and instructional effectiveness [12]. Another study, indicates that academic leadership of school heads significantly influences teachers' professional conduct through efficient planning and systematic inquiry, which are essential for fostering teacher training and growth in Davao City's District 1 [13].

Barriers to effective teacher professional development (TPD) are multifaceted, impacting educators across various contexts. Teachers often face work-life balance challenges, making it difficult to allocate time for professional development (PD), especially for veteran educators with family and personal commitments [14] [15]. Additionally,

motivation plays a crucial role, as a lack of intrinsic drive and insufficient support from school leadership can reduce teachers' enthusiasm for engaging in PD activities [16] [15].

1.2 Theoretical Framework

This study is anchored on Transformational Leadership Theory (Bass, 1985). The theory focuses on how leaders inspire and motivate their followers to achieve more than what is usually expected by enhancing their sense of purpose and encouraging innovation and personal growth. Transformational leaders are known for fostering an environment that supports change, intellectual stimulation, and individualized support, which are all crucial in the context of professional development.

Transformational leadership is composed of four core components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence refers to leaders serving as strong role models who gain the trust and respect of their followers. Inspirational motivation involves articulating a clear and compelling vision that motivates teachers toward shared goals. Intellectual stimulation challenges educators to think critically and creatively, encouraging them to question traditional practices and adopt new strategies. Lastly, individualized consideration addresses the need for leaders to provide personalized support, recognizing the unique needs and aspirations of each teacher.

The relevance of Transformational Leadership Theory to this study lies in its emphasis on how leadership behaviors directly affect teacher growth and performance. In an educational setting, school leaders who exhibit transformational qualities are more likely to establish a positive, collaborative, and reflective culture that promotes continuous learning. This theory provides a useful lens for analyzing how leadership qualities and administrative support contribute to teacher professional development outcomes. Understanding this dynamic can help identify effective leadership strategies that support teacher growth and improve educational practices.

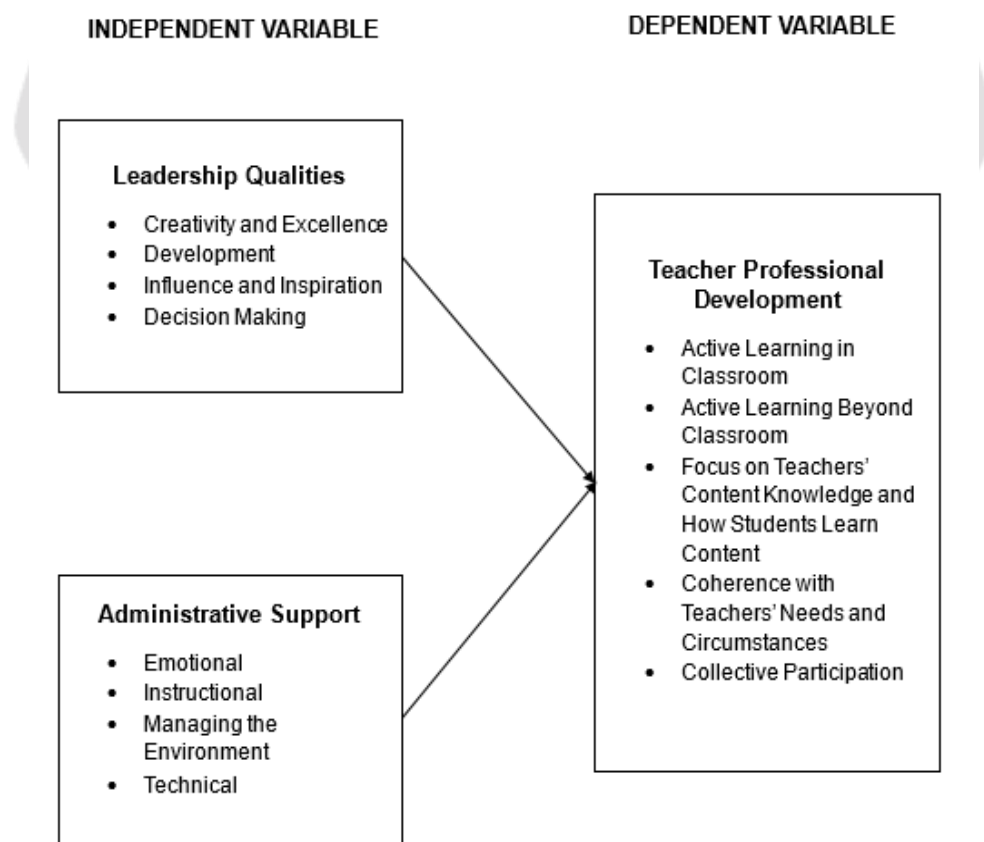


Fig -1: Conceptual Framework

1.3 Statement of the Problem

This study aimed to examine the influence of school leadership roles on teacher professional development outcomes in the District of New Bataan. Specifically, it sought to answer the following questions:

1. What is the level of leadership qualities in terms of:
 - 1.1 creativity and excellence;
 - 1.2 development;
 - 1.3 influence and inspiration; and
 - 1.4 decision making?
2. What is the level of administrative support in terms of:
 - 2.1 emotional;
 - 2.2 instructional;
 - 2.3 managing the environment; and
 - 2.4 technical?
3. What is the level of teacher professional development in terms of:
 - 3.1 active learning in classroom;
 - 3.2 active learning beyond classroom;
 - 3.3 focus on teachers' content knowledge and how students learn content;
 - 3.4 coherence with teachers' needs and circumstances; and
 - 3.5 collective participation?
4. Is there a significant relationship between leadership qualities and teacher professional development?
5. Is there a significant relationship between administrative support and teacher professional development?
6. Which indicator of leadership qualities significantly predict teacher professional development?
7. Which indicator of administrative support significantly predict teacher professional development?

1.4 Null Hypotheses

To guide the statistical analysis of this study, the following null hypotheses were proposed. These were tested at a predetermined level of significance to determine whether relationships and predictive factors existed among the identified variables:

H₀₁. The level of leadership qualities in terms of creativity and excellence, development, influence and inspiration, and decision making was not significantly different from the average level at the 0.05 level of significance.

H₀₂. The level of administrative support in terms of emotional, instructional, managing the environment, and technical was not significantly different from the average level at the 0.05 level of significance.

H₀₃. The level of teacher professional development in terms of active learning in classroom, active learning beyond classroom, focus on teachers' content knowledge and how students learn content, coherence with teachers' needs and circumstances, and collective participation was not significantly different from the average level at the 0.05 level of significance.

H₀₄. There was no significant relationship between leadership qualities and teacher professional development.

H₀₅. There was no significant relationship between administrative support and teacher professional development.

H₀₆. None of the indicators of leadership qualities significantly predicted teacher professional development.

H₀₇. None of the indicators of administrative support significantly predicted teacher professional development.

2. METHODS

2.1 Research Design

This study employed a quantitative correlational research design, which examined the relationship between school leadership roles, specifically leadership qualities and administrative support, and the professional development outcomes of teachers. A correlational design was considered appropriate for this inquiry as it allowed the researcher to explore the degree to which these variables were related, without manipulating any of them [17].

2.2 Research Locale

This study was conducted in the District of New Bataan, located in the Province of Davao de Oro within the Davao Region of Mindanao, Philippines. Davao de Oro was known for prioritizing educational reforms and implementing leadership-driven strategies to enhance teaching and learning outcomes in public schools.

2.3 Research Respondents

The respondents of this study were all public elementary school teachers from selected schools within the District of New Bataan, Province of Davao de Oro. A total of 140 teachers participated in the study through universal sampling, ensuring that all available and eligible teachers from the selected schools were included. This approach allowed for a comprehensive understanding of the existing leadership practices and their effects on teacher professional development.

Table -1: Distribution of Teacher-Respondents by School

School Name	Number of Teachers
Andap Elementary School	12
Mapaso Elementary School	9
San Roque Elementary School	12
Simsimen Elementary School	8
Tadya Elementary School	4
Cabinuangan Central Elementary School	62
Camanlangan Elementary School	25
Magsaysay Elementary School	8
Total	140

2.4 Research Instruments

The main instrument used in this study was a structured survey questionnaire developed to quantitatively examine the relationship between school leadership, focusing on leadership qualities and administrative support, and teacher professional development. The questionnaire was composed of three major parts, each representing one of the study's key variables. All items were rated using a four-point Likert scale to allow for meaningful interpretation of participant responses. The questionnaire was adapted from previously validated instruments, with contextual modifications to reflect the specific realities of public elementary schools in New Bataan District, Davao de Oro.

Part I centered on leadership qualities and included four dimensions: creativity and excellence, development, influence and inspiration, and decision-making. These dimensions were adapted from the study of Al-Adwan [18], who emphasized the importance of these traits in effective educational leadership. Teachers were asked to rate their school heads based on how frequently and effectively these qualities were demonstrated in the school setting. Table 2 presented the scale used for interpreting mean scores for leadership qualities.

Table -2: Interpretation for Leadership Qualities and Administrative Support

Rating	Mean Score Range	Descriptive Rating	Descriptive Interpretation
4	3.50 – 4.00	Strongly Agree	The teachers strongly agreed that the school heads consistently demonstrated the leadership qualities and provided effective administrative support.
3	2.50 – 3.49	Agree	The teachers agreed that the school heads often demonstrated the leadership qualities and provided adequate administrative support.
2	1.50 – 2.49	Disagree	The teachers disagreed and observed that the leadership qualities and administrative support were rarely demonstrated by the school heads.
1	1.00 – 1.49	Strongly Disagree	The teachers strongly disagreed, indicating that the school heads never demonstrated the leadership qualities nor provided necessary administrative support.

Part II assesses administrative support and is based on the framework developed by Balfour [19]. It includes four key components: emotional support, instructional support, environmental management, and technical support. These components reflect the different forms of assistance school leaders provide to help teachers perform effectively in their roles. Similar to Part I, respondents use the four-point Likert scale described in Table 1 to indicate the extent of their agreement with each statement.

Part III evaluates teacher professional development outcomes using items adapted from Soine and Lumpe [20]. This section captures the frequency of teachers' participation in various growth-oriented activities. It consists of five subscales: (1) Active Learning in the Classroom, which includes tasks such as analyzing student work and creating assessments; (2) Active Learning Beyond the Classroom, involving coaching cycles and reflective practices; (3) Focus on Teachers' Content Knowledge and How Students Learn Content, which highlights mastery of subject matter and the use of student data; (4) Coherence with Teachers' Needs and Circumstances, which measures alignment with school goals and continuity of learning; and (5) Collective Participation, which assesses collaboration through shared planning, professional learning communities, and co-teaching.

To assess participation levels in these professional development activities, teachers will rate each item using a frequency-based four-point scale. The interpretation of mean scores is outlined in Table 3.

Table -3: Interpretation for Participation in Professional Development Activities

Rating	Mean Score Range	Descriptive Rating	Descriptive Interpretation
4	3.50 – 4.00	Very Often	The teachers participated very frequently in professional development activities across all subscales.
3	2.50 – 3.49	Often	The teachers often engaged in professional development activities.
2	1.50 – 2.49	Rarely	The teachers rarely participated in the professional development activities.
1	1.00 – 1.49	Never	The teachers never engaged in professional development activities.

2.5 Validation of Research Instruments

To ensure the validity, clarity, and appropriateness of the research instrument, the structured survey questionnaire underwent a two-step validation process before its formal administration. First, the instrument was subjected to expert validation by a panel composed of experienced educators, school administrators, and research advisers who possess extensive knowledge in educational leadership and quantitative research methodologies. These experts

evaluated the instrument's content in terms of clarity of wording, relevance to the constructs, logical organization, and alignment with the study's objectives and conceptual framework. Suggestions and feedback were carefully reviewed and incorporated to enhance the overall quality of the instrument.

Following the expert validation, the revised questionnaire was pilot-tested with a group of 20 public elementary school teachers from a school outside of the identified research locales, ensuring they were not included in the main study. This pilot test assessed the instrument's practicality, clarity, and ease of understanding, as well as identified potential ambiguities or inconsistencies in the statements and instructions.

The responses from the pilot test were subjected to statistical analysis to determine the reliability and construct validity of the instrument. Internal consistency was assessed using Cronbach's Alpha, which yielded a reliability coefficient of 0.89, indicating a high level of internal consistency. Furthermore, Pearson correlation analysis was conducted to evaluate the relationship between paired items under each dimension. For the tool measuring leadership qualities, the correlation coefficient was 0.690 with a p-value of 0.027, indicating a high and statistically significant correlation. The administrative support tool yielded a correlation coefficient of 0.647 with a p-value of 0.043, reflecting a moderate yet significant correlation. Lastly, the professional development tool showed a very high correlation of 0.855 with a p-value of 0.002, confirming strong construct validity. These results affirm that the items in the instrument are both reliable and valid, effectively measuring the intended dimensions of leadership qualities, administrative support, and teacher professional development. No further modifications were deemed necessary after the pilot test.

2.6 Statistical Treatment of Data

Descriptive Statistics. To analyze the data collected through the survey questionnaires, appropriate statistical tools will be employed to determine the levels, relationships, and predictive capabilities of the variables involved in the study. Descriptive statistics, particularly the mean and standard deviation, will be used to determine the level of leadership qualities, administrative support, and teacher professional development, including their respective indicators. These descriptive measures will provide an overview of how the respondents perceive each indicator based on their experiences.

Pearson Product-Moment Correlation Coefficient. To test the relationship between leadership qualities, administrative support, and teacher professional development, the Pearson Product-Moment Correlation Coefficient will be used. This inferential statistical tool is appropriate for identifying the strength and direction of the linear relationship between the independent and dependent variables in the study.

Multiple Linear Regression Analysis. Furthermore, to determine which specific indicators of leadership qualities and administrative support significantly predict teacher professional development, a multiple linear regression analysis will be conducted. This statistical method will help identify the most influential factors contributing to the professional development of teachers.

All statistical analyses will be carried out using appropriate statistical software. The level of significance will be set at 0.05 to determine the statistical relevance of the findings.

3. RESULTS

3.1 Level of Leadership Qualities

This section presents the findings addressing the first statement of the problem, which examines the level of school leadership qualities as perceived by the respondents across four indicators.

3.1.1 Level of Leadership Qualities in terms of Creativity and Excellence

Table 4 presents the result of the level of leadership qualities in terms of creativity and excellence.

Table -4: Leadership Qualities in terms of Creativity and Excellence

Items	Mean	Descriptive Rating
My school head creates new ways to improve school performance.	3.58	Strongly Agree
My school head implements administrative tasks using a variety of approaches.	3.42	Agree
My school head determines work priorities strategically to achieve school goals in a distinctive manner.	3.31	Agree
My school head utilizes teachers' expertise to achieve distinguished institutional work within the school.	3.32	Agree
My school head creatively invests in community participation opportunities to enhance school work.	3.49	Agree
My school head develops innovative strategies to improve school functions.	3.26	Agree
My school head expresses ideas in a convincing and innovative manner.	3.42	Agree
Overall Mean	3.40	Agree

3.1.2 Level of Leadership Qualities in terms of Development

Table 5 presents the result of the level of leadership qualities in terms of development.

Table -5: Leadership Qualities in terms of Development

Items	Mean	Descriptive Rating
My school head provides multiple alternatives to enhance school operations in all aspects.	3.37	Agree
My school head involves teachers in selecting mechanisms for improving their job performance.	3.13	Agree
My school head continuously develops expertise and promotes a culture of administrative growth.	3.43	Agree
My school head fosters an environment that encourages the exchange of experiences among teachers to enhance their effectiveness.	3.18	Agree
My school head establishes a shared vision among teachers for school development.	3.47	Agree
Overall Mean	3.32	Agree

3.1.3 Level of Leadership Qualities in terms of Influence and Inspiration

Table 6 presents the result of the level of leadership qualities in terms of influence and inspiration.

Table -6: Leadership Qualities in terms of Influence and Inspiration

Items	Mean	Descriptive Rating
My school head motivates teachers to present innovative ideas and visions for improving school operations.	3.47	Agree
My school head serves as a role model for teachers through behavioral commitment.	3.21	Agree
My school head ensures justice and equality in interactions with all staff members.	3.18	Agree

My school head creates a productive and positive school environment for both teachers and students.	3.24	Agree
My school head appreciates and respects all teachers' opinions.	3.22	Agree
My school head encourages teachers to engage in self-directed professional development.	3.37	Agree
My school head inspires teachers to perform their job duties to the best of their abilities.	3.71	Strongly Agree
Overall Mean	3.34	Agree

3.1.4 Level of Leadership Qualities in terms of Decision-Making

Table 7 presents the result of the level of leadership qualities in terms of decision-making.

Table -7: Leadership Qualities in terms of Decision-Making

Items	Mean	Descriptive Rating
My school head takes the initiative in implementing educational decisions within the school.	3.30	Agree
My school head takes responsibility for decisions with confidence and accountability.	3.35	Agree
My school head ensures clarity and transparency in decision-making and task assignments among teachers.	3.29	Agree
My school head involves teachers in decision-making processes within the school.	3.51	Strongly Agree
My school head carefully examines available information before making decisions.	3.23	Agree
My school head selects the most appropriate alternatives when making decisions.	3.09	Agree
Overall Mean	3.30	Agree

3.2 Level of Administrative Support

This section presents the findings addressing the second statement of the problem, which examines the level of administrative support across four indicators based on the teachers' responses.

3.2.1 Administrative Support in terms of Emotional Support

Table 8 presents the result of the level of emotional support as perceived by the teachers.

Table -8: Administrative Support in terms of Emotional Support

Items	Mean	Descriptive Rating
My school head supports my decisions during interactions with parents.	3.65	Strongly Agree
I feel valued in my role because of the encouragement given by my school leader.	3.33	Agree
My school leader regularly shows interest in what I do in the classroom.	3.21	Agree
I am given opportunities to grow professionally through the support of my school head.	3.37	Agree
I receive specific and meaningful feedback that helps me improve as a teacher.	3.34	Agree

My administrator lets me know when I am doing well in my work.	3.26	Agree
My leadership shows confidence in my teaching and decision-making.	3.38	Agree
My administrator visits my class regularly and constructively.	3.53	Strongly Agree
I feel comfortable approaching my school head with personal concerns.	3.46	Agree
My school head gives me full attention when I raise concerns or suggestions.	3.33	Agree
I am involved in school decisions through consultations with leadership.	3.02	Agree
My efforts as a teacher are recognized by the school head.	3.38	Agree
The programs and projects I initiate are acknowledged by leadership.	3.39	Agree
I can count on my school leader when I encounter teaching-related problems.	3.23	Agree
I am trusted to make professional judgments in my teaching.	3.35	Agree
My school head supports me during discussions with other teachers.	3.32	Agree
Overall Mean	3.34	Agree

3.2.2 Administrative Support in terms of Instructional Support

Table 9 presents the result of the level of instructional support as perceived by the teachers.

Table -9: Administrative Support in terms of Instructional Support

Items	Mean	Descriptive Rating
I am given support in modifying instruction to meet student needs.	3.49	Strongly Agree
My school head provides strategies that help me improve my instructional delivery.	3.45	Agree
I receive help interpreting and applying curriculum standards to my lessons.	3.13	Agree
I am supported in selecting or developing curriculum suited for diverse learners.	3.37	Agree
I am guided on when and how to effectively teach key topics.	3.18	Agree
I get assistance in maximizing the use of my lesson plans.	3.24	Agree
My school head suggests appropriate materials for struggling students.	3.49	Agree
I am helped in selecting effective instructional materials.	3.14	Agree
I am supported in implementing team-teaching or co-teaching approaches.	3.35	Agree
I am assisted in developing lesson plans aligned with learner needs.	3.26	Agree
I receive helpful information on making lessons more relevant and engaging.	3.59	Strongly Agree
My school head assists me in choosing instructional programs aligned with student performance goals.	3.57	Strongly Agree

Overall Mean	3.36	Agree
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3.2.3 Administrative Support in terms of Managing the Environment

Table 10 presents the result of the level of administrative support in terms of managing the environment as perceived by the teachers.

Table -10: Administrative Support in terms of Managing the Environment

Items	Mean	Descriptive Rating
I am given adequate planning time by school management.	3.41	Strongly Agree
I am regularly informed about important school or division activities.	3.31	Agree
My teaching load is managed to avoid too much variation across subjects or levels.	3.43	Agree
My school head schedules tasks to minimize unnecessary paperwork and meetings.	3.42	Agree
I receive sufficient budget support for instructional needs.	3.23	Agree
I am assigned to students that match my qualifications and certification.	3.38	Agree
I am provided with sufficient space for teaching and planning.	3.43	Agree
My classroom is equipped with the tools and technology I need to teach effectively.	3.23	Agree
I am not overwhelmed by being assigned only the most difficult students.	3.37	Agree
I receive clerical assistance for documentation and meeting arrangements.	3.27	Agree
My class has a manageable mix of students in terms of grade level and learning needs.	3.22	Agree
My school head promotes the importance of supporting both SPED and regular teachers.	3.20	Agree
Overall Mean	3.32	Agree

3.2.4 Administrative Support in terms of Technical Support

Table 11 presents the result of the level of technical support as perceived by the teachers.

Table -11: Administrative Support in terms of Technical Support

Items	Mean	Descriptive Rating
I receive clear and helpful feedback on my IEPs and related documents.	3.58	Strongly Agree
My progress reports for students are reviewed and discussed with me constructively.	3.62	Strongly Agree
I am guided in complying with legal and policy requirements in special education.	3.37	Agree
I receive feedback that improves how I assess student performance.	3.23	Agree
I am reminded and supported in meeting student data confidentiality requirements.	3.20	Agree
My school head helps me communicate with the district special	3.10	Agree

education office.		
I am updated about deadlines for special education-related documents.	3.24	Agree
I am assisted in retrieving needed records from student files.	3.43	Agree
My administrator helps coordinate services like therapy or behavioral support for students.	3.55	Strongly Agree
I am supported in creating service schedules for students with special needs.	3.28	Agree
I receive help in acquiring assistive tools and devices for my learners.	3.44	Agree
Overall Mean	3.37	Agree

3.3 Level of Teacher Professional Development

This section presents the findings addressing the third statement of the problem, which examines the level of teacher professional development across five indicators based on the teachers' responses.

3.3.1 Teacher Professional Development in Terms of Active Learning in the Classroom

Table 12 presents the result of the level of teacher professional development in terms of active learning in classroom as perceived by the teachers.

Table -12: Teacher Professional Development in Terms of Active Learning in the Classroom

Items	Mean	Descriptive Rating
I regularly analyze student work.	3.76	Very Often
I create instructional materials for use in my classroom.	3.71	Very Often
I complete the work or problems that students will be doing in class.	3.09	Often
I write learning objectives.	3.41	Often
I adapt curriculum to match state learning standards.	3.27	Often
I reflect on the effectiveness of a lesson.	3.52	Very Often
I write assessments to match state learning outcomes.	3.33	Often
Overall Mean	3.44	Often

3.3.2 Teacher Professional Development in Terms of Active Learning Beyond Classroom

Table 13 presents the result of the level of teacher professional development in terms of active learning beyond classroom.

Table -13: Teacher Professional Development in Terms of Active Learning Beyond Classroom

Items	Mean	Descriptive Rating
I observe videos of classroom instruction.	3.27	Often
I practice new skills under simulated conditions.	3.39	Often
I make presentations to colleagues.	3.39	Often

I reflect on my new learning in a journal.	3.12	Often
I participate in coaching cycles (planning, observation, feedback).	3.39	Often
I discuss articles from an educational journal or book.	3.40	Often
Overall Mean	3.33	Often

3.3.3 Teacher Professional Development in Terms of Teachers' Content Knowledge and How Students Learn Content

Table 14 presents the result of the level of teacher professional development in terms of focus on teachers' content knowledge and how students learn content.

Table -14: Teacher Professional Development in Terms of Teachers' Content Knowledge and How Students Learn Content

Items	Mean	Descriptive Rating
I gain a deeper understanding of the subjects I teach.	3.66	Very Often
I enhance my content knowledge by teaching it to my students.	3.46	Often
I raise my expectations for student performance as I understand the content more thoroughly.	3.39	Often
I feel more confident in my ability to answer student questions about a topic.	3.16	Often
I develop greater interest in a subject.	3.60	Very Often
I modify my perspective on a subject.	3.37	Often
I independently explore additional content knowledge.	3.32	Often
I utilize teacher resources in the curriculum to enhance my content knowledge.	3.57	Very Often
I recognize and address common student misconceptions.	3.47	Often
I develop skills to connect students' new learning to prior experiences.	3.32	Often
I confidently determine the next steps to deepen students' conceptual understanding.	3.16	Often
I expand my understanding of how students learn specific subjects.	3.28	Often
I use data to assess student learning needs.	3.33	Often
I implement strategies to help students monitor their own understanding.	3.46	Often
Overall Mean	3.40	Often

3.3.4 Teacher Professional Development in Terms of Coherence with Teachers' Needs and Circumstances

Table 15 presents the result of the level of teacher professional development in terms of coherence with teachers' needs and circumstances.

Table -15: Teacher Professional Development in Terms of Coherence with Teachers' Needs and Circumstances

Items	Mean	Descriptive Rating
The professional development activities I participate in build upon each other as the year progresses.	3.73	Very Often
These activities are planned based on student data analysis.	3.25	Often
The activities align with our school's mission and vision.	3.19	Often
The activities are part of a structured program for teacher growth.	3.22	Often
The activities align with the district's learning improvement goals.	3.27	Often
The activities support state or district assessments.	3.38	Often
The activities focus on improving student learning.	3.41	Often
The activities align with state performance or grade-level expectations.	3.34	Often
The professional development experiences are distributed evenly throughout the school year.	3.28	Often
Overall Mean	3.34	Often

3.3.5 Teacher Professional Development in Terms of Collective Participation

Table 16 presents the result of the level of teacher professional development in terms of collective participation.

Table -16: Teacher Professional Development in Terms of Collective Participation

Items	Mean	Descriptive Rating
I collaborate with grade-level colleagues to improve student learning.	3.49	Often
I build trusting relationships with my colleagues.	3.36	Often
I collaborate with teachers at other schools in my district.	3.38	Often
I create norms for effective social interactions with colleagues.	3.25	Often
I attend professional development activities with a team from my school.	3.234	Often
I collaborate with colleagues to design flexible student groupings based on need.	3.28	Often
I share effective instructional strategies with colleagues.	3.25	Often
I co-teach lessons.	3.13	Often
I learn effective ways to collaborate for improved student learning.	3.26	Often
I collaborate with teachers in the grade level below me.	3.14	Often
I participate in a professional learning community.	3.28	Often
I feel a collective responsibility for improving student performance.	3.38	Often
I observe colleagues and provide feedback.	3.25	Often
I follow norms that maximize group effectiveness.	3.28	Often

I collaborate with teachers in the grade level above me.	3.36	Often
My colleagues encourage me to grow professionally.	3.45	Often
Overall Mean	3.38	Often

3.4 Significant Relationship Between Leadership Qualities and Teacher Professional Development

This section presents the findings related to the fourth statement of the problem, which explores whether a significant relationship exists between leadership qualities and teacher professional development. A Pearson correlation analysis was conducted to determine the degree and significance of relationships among the three major variables: Leadership Qualities (LQ), Administrative Support (ADM SUP), and Teacher Professional Development (Tchr Prof D).

Table -17: Correlation Matrix on the Relationship Among Leadership Qualities, Administrative Support, and Teacher Professional Development

Variables	Leadership Qualities (LQ)	Administrative Support (ADM SUP)	Teacher Professional Development (Tchr Prof D)
Leadership Qualities (LQ)	—		
p-value	—		
Administrative Support (ADM SUP)	0.538	—	
p-value	< .001	—	
Teacher Professional Development (Tchr Prof D)	0.235	0.637	—
p-value	0.018	< .001	—

Table -18: Interpretation of the Relationship Between Leadership Qualities and Teacher Professional Development

Variables Correlated	Pearson r	Interpretation	p-value	Decision on Hypothesis
Leadership Qualities & Teacher Professional Development	0.235	Moderate	0.018	Significant relationship exists

3.5 Significant Relationship Between Administrative Support and Teacher Professional Development

This section presents the findings related to the fifth statement of the problem, which investigates whether a significant relationship exists between administrative support and teacher professional development. A Pearson correlation analysis was conducted to examine the strength and direction of the relationship between the two variables.

Table -19: Interpretation of the Relationship Between Administrative Support and Teacher Professional Development

Variables Correlated	Pearson r	Interpretation	p-value	Decision on Hypothesis
Administrative Support & Teacher Professional Development	0.637	Moderate	< .001	Significant relationship exists

3.6 Significant Predictor of Teacher Professional Development Among Leadership Qualities

This section presents the findings related to the sixth statement of the problem, which examines which specific indicator of leadership qualities significantly predicts teacher professional development. A regression analysis was conducted to determine the extent to which each indicator of leadership qualities contributes to the prediction of teachers' professional growth.

Table -20: Regression Analysis on the Indicators of Leadership Qualities as Predictors of Teacher Professional Development

Indicator	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t	p-value
(Intercept)	2.426	0.306	—	8.045	< .001
Create	0.060	0.059	0.102	1.016	0.312
Develop	0.164	0.066	0.296	2.488	0.015
Influence	-0.009	0.062	-0.020	-0.150	0.881
Decision	0.061	0.118	0.075	0.522	0.603

3.7 Significant Predictor of Administrative Support Among Leadership Qualities

This section presents the findings related to the seventh statement of the problem, which seeks to determine which indicators of administrative support significantly predict teacher professional development. A multiple linear regression analysis was conducted to examine the predictive power of the various indicators under administrative support, namely: instructional support, managing the environment, emotional support, and technical support.

Table -21: Regression Analysis on the Indicators of Administrative Support as Predictors of Teacher Professional Development

Indicator	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t	p-value
(Intercept)	2.951	0.300	—	9.838	< .001
Instructional Support	0.093	0.068	0.124	1.370	0.174
Managing the Environment	-0.277	0.061	-0.337	-4.523	< .001
Emotional Support	0.004	0.063	0.005	0.066	0.947
Technical Support	0.304	0.053	0.517	5.706	< .001

4. CONCLUSIONS

This study investigated the influence of school leadership roles and administrative support on teacher professional development outcomes in the District of New Bataan. The findings revealed varying levels of leadership qualities, with particular strengths or gaps in creativity, development, influence, inspiration, and decision-making. Similarly, administrative support across emotional, instructional, environmental, and technical aspects showed differentiated effectiveness. Teachers' professional development was measured through their engagement in active learning within and beyond the classroom, content knowledge enhancement, coherence with their needs, and collective participation. Statistical analysis confirmed significant relationships between leadership qualities and teacher development, as well as between administrative support and teacher development. Furthermore, specific indicators, such as decision-making and instructional support, were identified as significant predictors of professional growth among teachers.

These findings highlight the critical role that school leadership and administrative support play in fostering an environment conducive to professional development. Decision-making, as a leadership quality, emerged as a vital component in shaping meaningful teacher outcomes, suggesting that leaders who involve teachers in participatory decision processes can more effectively drive development. Instructional and emotional support from administrators also proved instrumental in sustaining teacher engagement and growth. These results underscore the importance of designing inclusive, context-sensitive professional development initiatives that account for the leadership culture and support systems within schools. Ultimately, by addressing these key leadership and support factors, educational stakeholders can ensure that teachers receive the opportunities and encouragement necessary to thrive professionally and positively impact their learners and communities.

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