

Key Teacher's Management and Leadership Skills: It's Relation to Teachers Professional and Personal Development

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Abstract—This research investigates the relationship between key teachers' management and leadership skills and the professional and personal development of elementary school teachers in the Liliw District. The study addresses the problem of how specific competencies—such as strategic planning, resource allocation, conflict management, communication, emotional intelligence, and strategic thinking—affect both the career progression and personal growth of teachers. The central question is whether and how the leadership and managerial abilities of key teachers contribute to fostering a supportive and effective educational environment for their colleagues. The study employed a quantitative research design, utilizing survey questionnaires distributed to 150 elementary school teachers from various schools within the district. Data were collected on the respondents' perceptions of key teachers' leadership and management skills, as well as their own professional and personal development in areas such as instructional practices, continuing education, mentoring, goal setting, resiliency, and stress management. Statistical analyses, including correlation and regression techniques, were used to determine the significance and strength of relationships between the variables. Findings revealed that key teachers generally demonstrate strong management and leadership skills, particularly in communication, strategic planning, and conflict management. There was a significant positive relationship between these skills and both the professional development (e.g., instructional growth, career advancement, mentoring) and personal development (e.g., goal setting, adaptability, stress management) of teachers. Teachers who rated their key leaders highly in management and leadership also reported greater motivation, higher engagement in professional learning, and improved well-being. The study concludes that the management and leadership skills of key teachers play a crucial role in enhancing both the professional and personal development of their colleagues. Effective teacher leaders not only drive instructional improvement but also foster a collaborative and resilient school culture. The evidence supports the adoption of distributed and transformational leadership models in schools, where leadership responsibilities are shared and professional growth is prioritized. It is recommended that school administrators and policymakers invest in targeted professional development programs focused on strengthening key teachers' management and leadership skills. Regular training in communication, conflict resolution, and strategic planning should be institutionalized. Additionally, mentorship and peer-coaching initiatives should be expanded to maximize the positive impact of teacher leaders on school improvement and teacher well-being. Future research should explore these dynamics in other educational settings and examine the long-term effects of enhanced teacher leadership on student outcomes.

Keywords— Key Teachers, Leadership Skills, Professional Development, Management Skills, Personal Development.

I. INTRODUCTION

In today's rapidly evolving educational landscape, effective management skills are essential for teachers aspiring to transition into leadership roles, particularly as school principals. The success of schools increasingly depends on teachers who not only excel in the classroom but also demonstrate strong leadership and managerial abilities. One of the most significant pathways for developing these skills is through teacher leadership—a dynamic practice that empowers educators to influence school policy, guide their peers, and drive institutional improvement. As schools face growing complexities and demands, the role of teacher leaders has become more critical than ever.

Historically, teachers have taken on leadership responsibilities in various capacities, such as department chairs, grade-level coordinators, and curriculum committee leaders. These roles reflect the foundational belief that teachers possess unique insights and expertise that can enhance both school management and student success (York-Barr & Duke, 2017). Furthermore, teacher leadership aligns with the distributed leadership theory, which emphasizes that leadership should not be confined to administrators but shared across multiple individuals within a school. This approach fosters a culture of collaboration, innovation, and shared responsibility.

However, stepping into leadership roles requires more than pedagogical expertise; it demands strong interpersonal and management skills. Effective teacher leaders must cultivate meaningful relationships with colleagues, navigate complex organizational dynamics, and inspire a collective vision for school improvement.

The goal of this research was to investigate the link between the management abilities of important teachers and their professional and personal growth. Specifically, it seeks to examine how the leadership and managerial abilities of elementary school teachers influence both their own growth and the broader development of their colleagues. By understanding these dynamics, the researcher intends to provide insights into how key teachers can be better supported in their leadership roles, enhancing their impact on school culture and educational outcomes.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the key teachers management and leadership skills: It's relation to teachers professional and personal development.

Specifically, this study sought to answer the following questions:

1. What is the level of the Key Teacher's leadership skills in terms of:
 - 1.1 Strategic Planning,
 - 1.2 Resource Allocation,
 - 1.3 Conflict Management,
 - 1.4 Prioritization and Delegation and
 - 1.5 Ethical Decision Making?
2. What is the level of key teacher's management skills terms of:
 - 2.1 Communication Skills,
 - 2.2 Emotional Intelligence,
 - 2.3 Strategic Thinking and
 - 2.4 Risk Management?
3. What is the level of the teacher's professional development in terms of;
 - 3.1 Instructional Development,
 - 3.2 Continuing Education and Learning,
 - 3.3 Career Advancement and
 - 3.4 Mentoring and Coaching?
4. What is the level of teacher's personal development in terms of:
 - 4.1 Goal Setting,
 - 4.2 Resiliency,
 - 4.3 Reflective Practice,
 - 4.4 Stress Management and
 - 4.5 Adaptability
5. Is there a significant relationship between the key teacher's leadership skills to teacher's professional and personal development?

II. METHODOLOGY

The study employed a quantitative research design, utilizing survey questionnaires distributed to 150 elementary school teachers from various schools within the district. Data were collected on the respondents' perceptions of key teachers' leadership and management skills, as well as their own professional and personal development in areas such as instructional practices, continuing education, mentoring, goal setting, resiliency, and stress management. Statistical analyses, including correlation and regression techniques, were used to determine the significance and strength of relationships between the variables.

III. RESULTS AND DISCUSSION

This part presents and analyzes the results obtained from the data gathered in this study. The following tables and discussions illustrate and interpret the findings of the research problem. Each result is examined in detail to identify patterns, relationships, and significant insights that contributed to addressing the study's objectives. Furthermore, the

interpretation provided offered a deeper understanding of the implications of the data, ensuring a comprehensive discussion of the study's key findings and discussions that characterized the problem presented in the study.

Level of Key Teacher's Management Skills

In this study, the level of key teachers' management skills refers to Strategic Planning, Resource Allocation, Conflict Management, Prioritization and Delegation, and Ethical Decision Making.

The statement, mean, standard deviation, comments, and verbal interpretation from the respondent's viewpoint are shown in the tables below. Table 1 illustrates the level of key teachers' management skills in terms of strategic planning. The average score for teachers' perceived management abilities in strategic planning is (M= 4.83, SD=0.40), indicating a high level of proficiency. The highest level of agreement is found in teachers' belief that strategic planning is essential for the success of school management, (M=4.95, SD=0.23, indicating strong consensus. On the other hand, the lowest level of agreement is related to the belief that the strategic plan aligns with the needs of both teachers and students, (M=4.69, SD=0.48).

Table 1 represented the level of key teacher's management skills in terms of strategic planning.

TABLE 1. Level of Key Teachers' Management Skills in terms of Strategic Planning

Statements	Mean	SD	Remarks
The Key Teacher's			
...believe that effective strategic planning is essential for successful school management	4.95	0.23	Strongly Agree
...think their school has a clear strategic plan that guides its educational goals	4.93	0.25	Strongly Agree
...feel involved in the strategic planning process at their school	4.83	0.40	Strongly Agree
...believe the strategic plan at their school reflects the needs of teachers and students	4.69	0.48	Strongly Agree
...feel they receive adequate training on strategic planning as part of their professional development	4.75	0.43	Strongly Agree
Weighted Mean	4.83		
SD	0.38		
Verbal Interpretation	Very High		

The overall mean weighted mean of 4.83 revealed that the level of key teacher's management skills in terms of strategic planning was highly skilled. It meant that while teachers generally feel supported and involved in the strategic planning process, there may still room for improvement in ensuring that the strategic plan fully addresses the needs of both teachers and students.

This aligns with research by Mascio (2016), who emphasized the integration of research and practitioner insights in fostering teaching expertise and improving educational outcomes. Effective strategic planning, like teaching expertise, requires ongoing development to meet the evolving needs of both teachers and students.

These studies collectively highlight the critical role of strategic planning in school management. They emphasize that inclusive and effective strategic planning processes, which involve active participation from both teachers and

administrators, are instrumental in enhancing school effectiveness and achieving educational objectives.

Table 2 showed the level of key teacher’s management skills in terms of resource allocation.

TABLE 2. Level of key Teachers’ Management skills in terms of Resource Allocation

Statements The Key Teacher’s	Mean	SD	Remarks
...think resources are allocated equitably among teachers, regardless of their subject area or experience level.	4.80	0.40	Strongly Agree
...believe the resources provided positively impact their personal development as an educator	4.75	0.44	Strongly Agree
...feel they have access to external resources (workshops, online courses) that enhance their professional skills	4.72	0.51	Strongly Agree
...think the allocation of resources supports innovative teaching practices in their classroom.	4.66	0.48	Strongly Agree
	4.70	0.46	Strongly Agree
Weighted Mean	4.73		
SD	0.46		
Verbal Interpretation	Very High Skilled		

Table 2 illustrates the level of key teachers' management skills in terms of resource allocation. The overall perceived level of resource allocation in terms of its impact on teaching and professional development is very high, (M=4.73, SD=0.46). The highest level of agreement is found in teachers' belief that resources are allocated equitably among teachers, regardless of subject area or experience level, (M=4.80, SD=0.40). On the other hand, the lowest level of agreement is related to the belief that the allocation of resources supports innovative teaching practices within the classroom, with a mean of 4.66 and a standard deviation of 0.48.

This suggests that while teachers feel generally supported in terms of resource allocation, there may be room for further improvement in promoting innovation through resource distribution. These results highlight the importance of resource allocation in supporting teachers' professional development and their teaching practices.

A 2024 study by Hua Hanji examined faculty resource allocation, professional development, and performance appraisal management in Chinese universities. The research found a positive relationship between these factors, suggesting that effective resource distribution enhances teachers' professional growth and job satisfaction, which in turn improves organizational performance.

These studies underscore the critical role of strategic resource allocation in fostering teachers' professional development, which ultimately leads to improved educational outcomes.

As presented on Table 3 on the next page, the perceived level of teachers’ conflict management skills is very high, (M=4.68, SD= 0.48). The highest level of agreement is found in teachers' confidence in their ability to manage classroom conflicts, (M=4.74, SD=0.44). On the other hand, the lowest level of agreement is related to the belief that emotional intelligence plays a crucial role in managing conflicts with

students, (M=4.61, SD=0.49). This suggests that while teachers are generally confident in managing conflicts, there is still some variability in recognizing the importance of emotional intelligence in conflict resolution.

Table 3 showed the level of key teacher’s management skills in terms of Conflict Management.

TABLE 3. Level of key Teachers’ Management skills in terms of Conflict Management

Statements The Key Teacher’s	Mean	SD	Remarks
...confident in their ability to manage conflicts that arise in the classroom.	4.74	0.44	Strongly Agree
...utilize regularly conflict resolution strategies learned during professional development	4.68	0.47	Strongly Agree
...understand different conflict management styles that helps resolve disputes effectively.	4.71	0.51	Strongly Agree
...believe that emotional intelligence plays a crucial role in managing conflicts with students.	4.61	0.49	Strongly Agree
...feel equipped to handle conflicts between students in a constructive manner.	4.67	0.47	Strongly Agree
Weighted Mean	4.68		
SD	0.48		
Verbal Interpretation	Very High		

These results highlight the importance of conflict management skills in the classroom and the need for continuous professional development in this area. These results suggest that teachers are well-prepared and capable of addressing classroom conflicts, creating a harmonious and conducive learning environment. However, this also highlights the need for ongoing professional development to refine these skills and further enhance teachers’ ability to handle conflicts. A 2024 study by Agogbua examined the correlation between conflict management skills and teaching partnerships in public secondary schools in Anambra State, Nigeria. The research found that effective communication and active listening skills are positively associated with stronger teaching partnerships, emphasizing the importance of these skills in educational settings.

These studies collectively underscore the critical importance of teachers' conflict management skills and emotional intelligence in promoting effective teaching partnerships, positive school climates, and constructive classroom interactions. They highlight the need for targeted professional development programs to enhance these competencies among educators.

Table 4 presents the levels of key teacher’s management skills in terms of Delegation.

The results show a very high level of agreement among teachers regarding their ability to prioritize tasks and delegate effectively, (M=4.79, SD= 0.42). The highest level of agreement is found in teachers' confidence in their ability to prioritize tasks effectively in their teaching role, (M=4.88, SD= 0.33). On the other hand, the lowest level of agreement is related to teachers' belief that delegating tasks contributes to their professional growth (M=4.73, SD= 0.45).

This suggests that while teachers generally feel confident in prioritization and delegation, there is slightly less emphasis

on the professional growth aspect of delegation. These results indicate that teachers are highly skilled in managing their responsibilities through effective prioritization and delegation, which contributes to both efficient workload management and professional development. This suggests that teachers can balance their workload efficiently, allowing them to focus on the most critical aspects of their teaching role.

TABLE 4. Level of key Teachers' Management Skills in terms of Prioritization and Delegation

Statements	Mean	SD	Remarks
...feel confident in my ability to prioritize tasks effectively in my teaching role.	4.88	0.33	Strongly Agree
...prioritizing tasks helps me manage my workload efficiently.	4.85	0.35	Strongly Agree
...evaluate regularly the urgency of tasks to determine which require immediate attention.	4.78	0.45	Strongly Agree
...delegating tasks allows me to focus on my core teaching responsibilities.	4.69	0.47	Strongly Agree
...believe that effective delegation contributes to my professional growth as a teacher.	4.73	0.45	Strongly Agree
Weighted Mean	4.79		
SD	0.42		
Verbal Interpretation	Very High		

Table 5 illustrates the level of key teachers' management skills in terms of ethical decision-making. The results indicate a very high level of agreement among teachers regarding their awareness and ability to make ethical decisions in the teaching environment, (M=4.75, SD=0.44). The highest level of agreement is found in teachers' awareness of common ethical dilemmas faced in teaching, (M=4.85, SD=0.35). On the other hand, the lowest level of agreement is related to the belief that they have received adequate training on ethical decision-making, (M=4.67, SD=0.47).

Table 5 shows the level key teachers management skills in terms of ethical decision making.

TABLE 5. The level of the Key Teacher's Management Skills in terms of Ethical Decision Making

Statements	Mean	SD	Remarks
...are aware of the common ethical dilemmas faced in the teaching environment.	4.85	0.35	Strongly Agree
...utilize specific frameworks or models for making ethical decisions	4.81	0.39	Strongly Agree
...consider the potential impact of decisions on students and colleagues before acting.	4.73	0.49	Strongly Agree
...received adequate training on ethical decision-making relevant to my role as a teacher.	4.67	0.47	Strongly Agree
...engage with the community that enhances the understanding of ethical responsibilities in education.	4.70	0.46	Strongly Agree
Weighted Mean	4.75		
SD	0.44		
Verbal Interpretation	Very High		

This suggests that while teachers are generally confident in their ethical decision-making abilities, there is room for improvement in the training provided for this aspect of their professional development. This highlights the importance of ethical decision-making in fostering a positive and responsible learning environment, as well as the need for continued

training and community engagement to further strengthen teachers' ethical competencies.

A 2024 systematic literature review by Tortola examined various ethical decision-making frameworks employed by educators, emphasizing the importance of upholding high moral values and implementing fair, unbiased decisions to foster a positive learning environment. Similarly, a 2024 study by Budak and Kucuk examined the ethical dilemmas teachers face in their interactions with students and the strategies they employ to address these challenges. The research identified common issues such as cheating and homework non-completion, and highlighted the diverse approaches teachers use, including communication with students, collaboration with colleagues, and engagement with school administration.

These studies collectively emphasize the importance of ethical decision-making in education, highlighting the need for teachers to be well-equipped with the knowledge and strategies to navigate moral complexities in their professional roles

Table 6 shows composite of key teacher's management skills.

TABLE 6. Composite of Key Teachers' Management Skills

Indicators	Weighted Mean	SD	Verbal Interpretation
Strategic Planning	4.83	0.38	Very High
Resource Allocation	4.73	0.46	Very High
Conflict Management	4.68	0.48	Very High
Prioritization and Delegation	4.79	0.42	Very High
Ethical Decision Making	4.75	0.44	Very High
Grand Mean	4.76		
SD	0.44		
Verbal Interpretation	Very High		

The results indicate that teachers excel in all these management skills, with each indicator receiving a "Very High" verbal interpretation. Specifically, strategic planning scored the highest with a weighted mean of 4.83 and a standard deviation of 0.38, indicating strong consensus on teachers' ability to effectively plan and manage educational goals. Resource allocation followed closely with a mean of 4.73 and an SD of 0.46, suggesting teachers feel equipped to distribute resources effectively. Conflict management skills were also highly rated (Mean = 4.68, SD = 0.48), reflecting teachers' confidence in handling classroom disputes. Teachers demonstrated similarly high levels of competence in prioritization and delegation (Mean = 4.79, SD = 0.42), recognizing the importance of managing workload efficiently and focusing on essential tasks. Ethical decision-making, another vital skill, scored 4.75 (SD = 0.44), showing that teachers are well-equipped to navigate ethical dilemmas in their professional roles. The grand mean of 4.76 with an SD of 0.44 confirms that, overall, teachers exhibit very high management skills across these domains.

This synthesis highlights the comprehensive nature of teachers' management abilities, underscoring their preparedness to handle complex challenges in the educational environment and emphasizing the importance of continued

professional development to maintain and further enhance these skills.

Key Teacher’s Leadership Skills

The results show a very high level of agreement among teachers regarding the importance of effective communication in their professional roles, with an overall (M=4.75, SD=0.44). The highest level of agreement is found in teachers' belief that improving communication skills has positively impacted their professional development, (M=4.85, SD=0.35). Conversely, the lowest level of agreement is related to the productivity of meetings due to effective communication among staff members, (M=4.67, SD=0.47).

Table 7 illustrates the level of key teachers' leadership skills in terms of communication skills.

TABLE 7. The Level of The Key Teacher’s Leadership Skills in Terms of Communication Skills

Statements	Mean	SD	Remarks
The Key Teacher’s			
...believe that improving communication skills has positively impacted his/her professional development.	4.85	0.35	Strongly Agree
...believe that strong communication skills are essential for effective leadership in education.	4.81	0.39	Strongly Agree
...collaborate effectively with colleagues through clear communication	4.73	0.49	Strongly Agree
...conducts that are meetings are productive due to effective communication among staff members.	4.67	0.47	Strongly Agree
...individual’s communication skills significantly influence their teaching effectiveness	4.70	0.46	Strongly Agree
Weighted Mean	4.75		
SD	0.44		
Verbal Interpretation	Very High		

This suggests that while teachers generally recognize the value of communication skills, there is slightly less emphasis on their influence on the productivity of meetings. These results highlight the critical role of communication skills in both leadership and teaching effectiveness, indicating that teachers highly value these skills and acknowledge their positive impact on professional development and collaboration.

The connection between communication and classroom management abilities among elementary school instructors was the subject of a 2024 research by Beenish Abdul Khaliq and coworkers. The research revealed a significant positive correlation, indicating that teachers with strong communication abilities, especially in verbal and written forms, tend to exhibit better classroom management. This finding aligns with the study’s conclusion that deficiencies in specific communication domains can negatively impact instructional.

Collectively, these studies highlight the integral role of communication skills in fostering effective leadership and teaching within educational settings. They emphasize the necessity for targeted professional development programs that enhance teachers’ communication competencies, ultimately leading to improved educational outcomes.

Table 8 illustrates the level of key teachers’ leadership skills in terms of emotional intelligence. The highest perceived result is that teachers believe leaders actively seek feedback from teachers to improve their emotional intelligence and leadership effectiveness, (M=4.72, SD= 0.48). The lowest perceived result is that teachers believe school leaders handle conflicts in a manner that respects everyone’s feelings and needs, (M=4.63, SD=0.51).

The overall weighted mean of 4.68 with a standard deviation of 0.50 indicates a “Very High” level of agreement, suggesting that teachers perceive their school leaders’ emotional intelligence skills as effective in fostering professional growth, communication, and a supportive environment, though there is slight room for improvement in handling conflicts. A 2022 study focused on the managerial skills of school heads in Antique, highlighting a significant correlation between these skills and teachers’ performance. The research found that effective managerial practices by school leaders positively influenced teaching effectiveness, emphasizing the importance of leadership in educational settings. Similarly, a 2021 study explored the relationship between managerial skills and teaching effectiveness among elementary school teachers.

Table 8 showed the level of key teacher’s leadership skills in terms of emotional intelligence.

TABLE 8. The Level of the Key Teacher’s Leadership Skills in Terms of Emotional Intelligence

Statements	Mean	SD	Remarks
...experienced professional growth as a result of the leaders’ emotional intelligence skills.	4.71	0.46	Strongly Agree
...school leaders handle conflicts in a manner that respects everyone’s feelings and needs.	4.63	0.51	Strongly Agree
...believed that communication style of leaders encourages open dialogue and trust among staff.	4.66	0.50	Strongly Agree
...believed that school provides a supportive environment that promotes both personal and professional development.	4.68	0.53	Strongly Agree
...believed that leaders actively seek feedback from teachers to improve their emotional intelligence and leadership effectiveness.	4.72	0.48	Strongly Agree
Weighted Mean	4.68		
SD	0.50		
Verbal Interpretation	Very High		

The findings indicated that teachers’ technical, conceptual, and human skills were significantly related to various aspects of teaching effectiveness, including student behavior management and instructional organization. These studies collectively highlight the critical role of both managerial and leadership skills in enhancing teaching effectiveness and student learning outcomes in the Philippine educational context.

Table 9 illustrates the level of key teachers' leadership skills in terms of strategic thinking. The highest perceived result is that teachers believe leadership training has positively impacted their approach to strategic planning, (M=4.69, SD=0.53).

Table 9 showed the level of key teacher’s leadership skills in terms of Strategic Thinking.

TABLE 9. The Level of Key Teacher’s Leadership Skills in terms of Strategic Thinking

Statements	Mean	SD	Remarks
The Key Teacher’s			
...perceive that strong leadership skills are necessary for successful strategic planning.	4.66	0.48	Strongly Agree
...school’s leadership encourages collaborative strategic planning among teachers.	4.57	0.54	Strongly Agree
...feel supported by school leaders in implementing strategic plans.	4.59	0.53	Strongly Agree
...leadership training has positively impacted my approach to strategic planning.	4.69	0.53	Strongly Agree
...have opportunities to develop my leadership skills through professional development programs.	4.71	0.50	Strongly Agree
Weighted Mean	4.64		
SD	0.52		
Verbal Interpretation	Very High		

On the other hand, the lowest perceived result is that teachers believe their school’s leadership encourages collaborative strategic planning among teachers, (M=4.57, SD=0.54). The overall weighted mean of 4.64 with a standard deviation of 0.52 indicates a "Very High" level of agreement among teachers, suggesting that they perceive their school’s leadership skills in strategic thinking to be strong and supportive, though there is room for improvement in fostering collaboration among teachers in the planning process.

A study by Oppi et al. (2022) highlights that teachers’ readiness for leadership is influenced by distributed leadership and school culture, suggesting that fostering these elements can enhance teachers’ strategic leadership capabilities. Similarly, Vieyra and Hite (2023) emphasize the importance of conceptualizing secondary science teachers as strategic leaders, indicating that strategic leadership extends beyond school boundaries and influences policy development.

Table 10 illustrates the level of key teachers’ leadership skills in terms of risk management. The results show that teachers strongly agree on the importance of effective leadership in managing risks, with the highest agreement regarding the belief that effective risk management requires strong leadership skills (Mean = 4.79, SD = 0.41). This indicates that teachers highly value the role of leadership in managing risks effectively within the school environment. On the other hand, the lowest agreement is related to the collaborative decision-making aspect of risk management, (M=.63, SD=0.49). This suggests that while teachers recognize the value of collaborative decision-making, there might be room for improvement in involving all staff members more actively in the risk management process. Despite this, the overall weighted mean of 4.72 and standard deviation of 0.46 indicates a "Very High" level of agreement, suggesting that teachers perceive their leadership in risk management as highly effective.

Table 10 showed the level of key teacher’s leadership skills in terms of Risk Management.

The results emphasize the importance of strong leadership skills in managing risks, as well as the need for continued collaboration and communication among staff to enhance risk management strategies in schools.

TABLE 10. The Level of the Key Teacher’s Leadership Skills in Terms of Risk Management

Statements	Mean	SD	Remarks
The Key Teacher’s			
...believe that effective risk management requires strong leadership skills.	4.79	0.41	Strongly Agree
...feel that school leaders communicate risk management policies clearly to all staff.	4.73	0.45	Strongly Agree
...encouraged by my school leadership to participate in risk management training.	4.75	0.47	Strongly Agree
...think that collaborative decision-making is important for effective risk management in schools.	4.63	0.49	Strongly Agree
...school’s leadership actively involves teachers in discussions about risk management strategies	4.69	0.47	Strongly Agree
Weighted Mean	4.72		
SD	0.46		
Verbal Interpretation	Very High		

A study by Hadijah (2024) investigated the effects of transformational, transactional, and servant leadership styles on teacher performance in the UAE, finding that transformational leadership enhances motivation and commitment, while transactional leadership supports efficiency and adherence to structure. Similarly, research by Muliati et al. (2023) found that a principal’s transformational leadership significantly influenced teachers’ work motivation, suggesting that principals should tailor their leadership styles to align with their school’s culture and characteristics to enhance teacher motivation.

Table 11 illustrates the composite results of key teachers’ leadership skills, highlighting their proficiency across various domains. The overall (M=4.70, SD=0.48), indicates a "Very High" level of leadership skills among the teachers surveyed. Among the specific leadership skills, communication skills were rated the highest, (M=4.75, SD=0.44), suggesting that teachers strongly agree on the importance of effective communication in leadership roles.

Table 11 shows the composite of key teachers leadership skills.

TABLE 11. Composite of Key Teacher’s Leadership Skills

Indicators	Weighted Mean	SD	Verbal Interpretation
Communication Skills	4.75	0.44	Very High
Emotional Intelligence	4.68	0.50	Very High
Strategic Thinking	4.64	0.52	Very High
Risk Management	4.72	0.46	Very High
Grand Mean	4.70		
SD	0.48		
Verbal Interpretation	Very High		

Emotional intelligence followed closely with a mean of 4.68 and an SD of 0.50, demonstrating the teachers’ recognition of its crucial role in fostering positive relationships and managing emotions within the educational environment. Strategic thinking, while slightly lower at 4.64 (SD = 0.52), still reflects a very high level of agreement, emphasizing the importance of forward-thinking and planning in leadership. Risk management, with a mean of 4.72 (SD = 0.46), shows that teachers acknowledge the importance of managing risks effectively in the educational context. Overall, these results suggest that teachers possess strong leadership

skills across multiple areas, with particular emphasis on communication, emotional intelligence, and risk management.

Teacher's Professional Development

Table 12 shows that teachers strongly agree that continuing education programs significantly enhance their teaching practices (mean = 4.79, SD = 0.41), and that ongoing training is essential for improving student outcomes in their classrooms (mean = 4.67, SD = 0.47).

Table 12 showed the level of the teacher's professional development in terms of continuing education.

TABLE 12. The Level of the Teachers Professional Development in Terms of Continuing Education and Learning

Statement	Mean	SD	Remarks
The Key Teachers...			
...continuing education programs significantly enhance the teaching practices.	4.79	0.41	Strongly Agree
...regularly participate in professional development activities offered by the school or district.	4.72	0.45	Strongly Agree
...believed that the content of continuing education courses is relevant to my teaching responsibilities.	4.79	0.43	Strongly Agree
...believe that ongoing training is essential for improving student outcomes in my classroom.	4.67	0.47	Strongly Agree
...participation in continuing education has increased my confidence in using new teaching strategies.	4.71	0.46	Strongly Agree
Weighted Mean	4.73		
SD	0.44		
Verbal Interpretation	Very High		

The highest agreement was for the impact of continuing education on teaching practices, with a mean of 4.79, indicating that teachers view these programs as highly beneficial to their teaching effectiveness. On the other hand, the lowest agreement was for the belief that ongoing training is essential for improving student outcomes, although it still received strong agreement with a mean of 4.67. The overall weighted mean of 4.73, with a standard deviation of 0.44, reflects a very high level of professional development, indicating that teachers value continuing education programs as a key factor in enhancing both their teaching and student outcomes.

A 2025 study in the International Journal of Multidisciplinary Studies in Higher Education assessed 76 public elementary school teachers in the Aleosan East District of Cotabato, Philippines. With an average score of 4.51, the study revealed that teachers possessed a high level of instructional proficiency. However, neither socio-demographic characteristics nor engagement in CPD activities showed a statistically significant relationship with pedagogical competence, suggesting that factors beyond demographics and CPD participation contribute to teaching effectiveness.

The data in table 13 indicates strong agreement with the idea that professional development plays a significant role in advancing their careers. The highest agreement was for the belief that the skills developed through professional development directly contribute to career advancement (mean = 4.80, SD = 0.40). Teachers also strongly agree that participation in leadership roles within the school enhances

career opportunities (mean = 4.76, SD = 0.47). Additionally, there is a strong belief that there are clear pathways for career progression within the school or district (mean = 4.65, SD = 0.56) and that ongoing professional development is essential for achieving higher positions in education (mean = 4.70, SD = 0.46). The overall weighted mean of 4.73, with a standard deviation of 0.47, reflects a very high level of agreement, suggesting that teachers view professional development as a crucial factor in their career growth and advancement. A 2025 study in the International Journal of Research and Scientific Innovation focused on the Basud District Elementary Schools in the Philippines. This study emphasized how PD opportunities positively influence teachers' instructional practices and leadership skills, ultimately contributing to career progression. It highlighted that professional growth, job satisfaction, and improved teaching competence are essential components of career advancement in education.

Table 13 presents teachers' perceptions of their professional development in relation to career advancement.

TABLE 13. The Level of the Teacher's Professional Development in Terms of Career Advancement

Statements	Mean	SD	Remarks
The Key Teacher's			
...feel that the skills he/she develop through professional development directly contribute to my career advancement	4.80	0.40	Strongly Agree
...believed that there are clear pathways for career progression within the school or district.	4.65	0.56	Strongly Agree
...participation in leadership roles within the school enhances my career opportunities	4.76	0.47	Strongly Agree
...believe that ongoing professional development is critical for achieving higher positions in education	4.70	0.46	Strongly Agree
...feel that the skills he/she develop through professional development directly contribute to my career advancement	4.71	0.45	Strongly Agree
Weighted Mean	4.73		
SD	0.47		
Verbal Interpretation	Very High		

The table 14 reflects teachers' perceptions of mentoring and coaching programs in relation to their professional development. The data indicates a strong belief in the positive impact of these programs. Teachers strongly agree that participation in mentoring and coaching significantly contributes to their professional development, with a mean score of 4.67 (SD = 0.47). Additionally, they recognize the importance of ongoing mentoring and coaching for continuous improvement in teaching (mean = 4.65, SD = 0.56), and they believe that receiving support from mentors and coaches fosters a culture of collaboration within the school (mean = 4.67, SD = 0.53).

Table 14 shows the level of teacher's professional development in terms of mentoring and coaching.

The mentoring relationship is also seen as having a positive impact on personal growth as an educator (mean = 4.63, SD = 0.60), and coaching is viewed as enhancing the ability to manage classroom dynamics effectively (mean = 4.70, SD = 0.46). The overall weighted mean of 4.66, with a standard deviation of 0.52, indicates a very high level of

agreement, suggesting that teachers highly value mentoring and coaching as integral components of their professional growth.

TABLE 14. The Level of The Teachers Professional Development in terms of Mentoring and Coaching

The Key Teachers...	Mean	SD	Remarks
...participation in mentoring and coaching programs has significantly contributed to the professional development.	4.67	0.47	Strongly Agree
...believe that ongoing mentoring and coaching are crucial for continuous improvement in teaching.	4.65	0.56	Strongly Agree
...receive support from mentors and coaches fosters a culture of collaboration within the school.	4.67	0.53	Strongly Agree
...mentoring relationship has positively impact personal growth as an educator.	4.63	0.60	Strongly Agree
...coaching has enhanced the ability to manage classroom dynamics effectively.	4.70	0.46	Strongly Agree
Weighted Mean	4.66		
SD	0.52		
Verbal Interpretation	Very High		

In 2023, another study in the same journal analyzed virtual professional development combined with virtual mentoring and coaching for mainstream teachers working with emergent bilingual students. The findings indicated that while both treatment and control groups made positive changes in pedagogical practices, the addition of virtual mentoring and coaching did not show significant differences over virtual professional development alone. This suggests that structured professional development may suffice in enhancing teaching practices without the necessity for additional mentoring support.

Composite of Teachers Professional Development

Table 15 shows the composite of teachers professional development.

TABLE 15. Composite of Teachers Professional Development

Indicators	Weighted Mean	SD	Verbal Interpretation
Continuing Education and Learning	4.73	0.47	Very High
Career Advancement	4.66	0.52	Very High
Mentoring and Coaching	4.66	0.52	Very High
Grand Mean	4.68		
SD	0.50		
Verbal Interpretation	Very High		

The table presents the composite scores of teachers' professional development across three key indicators: Continuing Education and Learning, Career Advancement, and Mentoring and Coaching. All three areas received very high ratings, with Continuing Education and Learning having the highest weighted mean of 4.73 (SD = 0.47), followed closely by Career Advancement and Mentoring and Coaching, both with a weighted mean of 4.66 (SD = 0.52).

These results indicate that teachers highly value professional development opportunities in all these aspects. The overall grand mean of 4.68 (SD = 0.50) reflects a very high level of agreement across the indicators, suggesting that teachers perceive their professional development as

significantly enhancing their skills, career growth, and collaborative efforts through mentoring and coaching.

The findings from the table reveal that teachers perceive their professional development as highly beneficial across all key areas: Continuing Education and Learning, Career Advancement, and Mentoring and Coaching. With very high ratings for each indicator, teachers emphasize the importance of continuous learning, career progression, and the support provided through mentoring and coaching. The highest rating for Continuing Education and Learning suggests that teachers view these programs as essential for enhancing their teaching practices and overall growth. Meanwhile, the equally high ratings for Career Advancement and Mentoring and Coaching indicate that teachers recognize the significant role these components play in their professional success and the fostering of a collaborative school culture. The grand mean of 4.68 further reinforces the overall positive perception of teachers regarding professional development, highlighting its pivotal role in improving both their personal growth and educational effectiveness. It suggests that ongoing professional development is seen as a critical factor in teachers' career satisfaction and their ability to meet the evolving needs of their students.

Teachers Personal Development

The table reveals that teachers strongly agree that support from colleagues enhances their ability to achieve both personal and professional development goals, with the highest mean of 4.70 (SD = 0.46). This suggests that collaborative support plays a key role in teachers' growth and success in meeting their development goals. On the other hand, the lowest agreement was for the reflection on personal growth and adjusting goals accordingly, with a mean of 4.63 (SD = 0.60), indicating that while teachers do reflect on their growth, there may be room for improvement in how frequently or effectively they adjust their goals based on this reflection. The overall weighted mean of 4.66 (SD = 0.52) reflects a very high level of agreement, signaling that teachers view personal goal setting as a critical and impactful part of their professional development.

Table 16 shows the level of Teacher's Personal Development in terms of Goal Setting.

TABLE 16. The level of the Teachers Personal Development in terms of Goal Setting.

Statements	Mean	SD	Remarks
The Key Teacher's			
...actively seek out professional development opportunities that align with personal goals.	4.67	0.47	Strongly Agree
...personal development goals are aligned with the educational objectives of school or district.	4.65	0.56	Strongly Agree
...believe that personal development is crucial for enhancing the teaching practice.	4.67	0.53	Strongly Agree
...often reflect on my personal growth as a teacher and adjust the goals accordingly.	4.63	0.60	Strongly Agree
...support from colleagues enhances my ability to achieve both personal and professional development goals.	4.70	0.46	Strongly Agree
Weighted Mean	4.66		
SD	0.52		
Verbal Interpretation	Very High		

This result underscores the importance of both individual goal setting and the support of colleagues in helping teachers improve and align their personal development with educational objectives. In addition to goal setting, colleague support has been highlighted as a critical factor in teachers' professional growth. The effect of mentoring and coaching on teachers' professional growth was the subject of a 2021 study published in the International Journal of Educational Management. It revealed that collaborative support, such as mentoring, significantly enhances teaching performance and professional growth.

Table 17 shows the level of teacher's personal development in terms of resiliency.

TABLE 17. The level of teacher's personal development in terms of Resiliency

Statements The Key Teacher's	Mean	SD	Remarks
...prioritize self-care practices that contribute to my overall well-being as a teacher.	4.67	0.47	Strongly Agree
...engage in activities outside of work that help me recharge and maintain resilience.	4.65	0.56	Strongly Agree
...personal experiences influence how I approach challenges in the classroom.	4.67	0.53	Strongly Agree
...feel supported by the administration in pursuing personal development goals.	4.63	0.60	Strongly Agree
...relationship with students positively impact the personal growth as an educator.	4.70	0.46	Strongly Agree
Weighted Mean	4.66		
SD	0.52		
Verbal Interpretation	Very High		

The table reveals that the highest agreement among teachers was for the belief that their relationships with students positively impact their personal growth as educators, with a mean of 4.70 (SD = 0.46). On the other hand, the lowest agreement was for feeling supported by the administration in pursuing personal development goals, with a mean of 4.63 (SD = 0.60).

The overall weighted mean of 4.66 (SD = 0.52) reflects a very high level of agreement, indicating that teachers place significant importance on maintaining their resilience through self-care practices, personal experiences, and relationships with students, although there may be some room for improvement in administrative support for personal development goals.

Table 18 shows the level teachers personal development in terms of reflective practice integration

A 2024 study titled "ClassInSight: Designing Conversation Support Tools to Visualize Classroom Discussion for Personalized Teacher Professional Development" explored the use of data-driven tools to support teachers' reflective practices. Through 22 reflection sessions and interviews with high school science teachers, the study identified themes related to dissonance, contextualization, and sustainability in how teachers engaged with data, highlighting the potential of technology to facilitate personalized professional development.

All indicators received high levels of agreement, reflecting the significance teachers place on reflective practices. The highest agreement was for the statement that reflective

practice contributes significantly to personal development as a teacher, with a mean of 4.71 (SD = 0.46), followed closely by the belief that reflective practice has helped develop a stronger professional identity (mean = 4.72, SD = 0.48). This suggests that teachers view reflection as crucial for both personal and professional growth.

TABLE 18. The Level of Teachers Personal Development in terms of Reflective Practice Integration

Statements	Mean	SD	Remarks
The Key Teacher's			
...reflective practice contributes significantly to my personal development as a teacher.	4.71	0.46	Strongly Agree
...engaging in reflection helps me identify areas for personal growth.	4.63	0.51	Strongly Agree
...feel that reflective practices enhance my emotional well-being as a teacher.	4.66	0.50	Strongly Agree
...personal values align with the principles of reflective practice.	4.68	0.53	Strongly Agree
...reflective practice has helped me develop a stronger professional identity.	4.72	0.48	Strongly Agree
Weighted Mean	4.68		
SD	0.50		
Verbal Interpretation	Very High		

On the other hand, the lowest agreement was for the statement that engaging in reflection helps identify areas for personal growth, with a mean of 4.63 (SD = 0.51), indicating that while reflection is helpful, teachers may find it less directly linked to identifying specific areas for growth. The overall weighted mean of 4.68 (SD = 0.50) indicates a very high level of agreement, demonstrating that teachers believe reflective practice is an essential tool for enhancing their personal and professional development, emotional well-being, and alignment with their values.

The table 19 reveals that the highest agreement was for the belief that teachers feel empowered to take charge of their own stress management strategies, with a mean of 4.79 (SD = 0.41), indicating that teachers feel confident in managing their stress independently.

Conversely, the lowest agreement was for the statement that effective leadership positively impacts their ability to manage stress, with a mean of 4.67 (SD = 0.47), suggesting that while leadership support is recognized, there may be room for improvement in how leadership influences stress management.

Table 19 shows the level of personal development in terms of Stress Management.

The overall weighted mean of 4.73 (SD = 0.44) reflects a very high level of agreement, indicating that teachers strongly value stress management strategies and feel empowered in their personal well-being, with some room for further enhancement in leadership's role.

A 2015 study by Rex M. Ryker, titled "The Impact of Principal Leadership Behaviors on Indiana Teacher Stress Levels," examined how principals' leadership styles influence teacher stress. The research involved 3,004 K-12 public school teachers in Indiana and utilized surveys to assess perceptions of principal leadership and stress levels. The findings indicated that teachers who viewed their principals as effective leaders experienced lower stress levels. This underscores the

importance of leadership behaviors in shaping teachers' work experiences and highlights the potential for effective leadership to mitigate stress within educational settings.

TABLE 19. The Level of Personal Development in terms of Stress Management

Statements The Key Teacher's	Mean	SD	Remarks
...feel empowered to take charge of the own stress management strategies.	4.79	0.41	Strongly Agree
...believed that the leadership team encourages self-care practices among staff.	4.72	0.45	Strongly Agree
...regularly engage in activities that promote the personal well-being	4.79	0.43	Strongly Agree
...effective leadership positively impacts my ability to manage stress.	4.67	0.47	Strongly Agree
...believed that the management style of school leaders contributes to my overall job satisfaction.	4.71	0.46	Strongly Agree
Weighted Mean	4.73		
SD	0.44		
Verbal Interpretation	Very High		

Table 20 showed the level of teacher's personal development in terms of adaptability.

TABLE 20. The level of Teacher's Personal Development in terms of Adaptability

The Key Teachers...	Mean	SD	Remarks
...experiences with school leadership have increased the confidence in adapting to various classroom situations.	4.85	0.35	Strongly Agree
...ability to adapt positively influences student learning outcomes.	4.81	0.39	Strongly Agree
...adaptability has opened up new opportunities for the career advancement within the educational sector.	4.73	0.49	Strongly Agree
...believed that the adaptability of school policies supports a healthy work-life balance for teachers.	4.67	0.47	Strongly Agree
...School leadership is responsive to teachers' needs for adaptability in their roles.	4.70	0.46	Strongly Agree
Weighted Mean	4.75		
SD	0.44		
Verbal Interpretation	Very High		

The results indicate that teachers highly value adaptability in their professional development, with strong agreement that experiences with school leadership significantly enhance their confidence in adapting to various classroom situations. This is reflected in the highest mean score of 4.85, suggesting that supportive leadership plays a critical role in fostering teachers' adaptability. However, the lowest mean score of 4.67, related to the adaptability of school policies supporting work-life balance, suggests that while teachers generally feel adaptable, there may be some areas for improvement in policy-related support for achieving balance. The overall weighted mean of 4.75 indicates that, on the whole, teachers perceive adaptability as a key factor in their professional success and well-being, influencing both their ability to positively impact student learning and their career advancement opportunities. In Nueva Ecija, the Philippines, Andres et al. (2021) evaluated the versatility and effectiveness of secondary and high school instructors. The study revealed that teachers possessed a high

level of adaptability and achieved very satisfactory teaching performance, highlighting the positive correlation between adaptability and teaching effectiveness.

Table 21 shows the composite of teacher's personal development.

TABLE 21. Composite of Teacher's Personal Development

Indicators	Weighted Mean	SD	Verbal Interpretation
Goal Setting	4.66	0.52	Very High
Resiliency	4.66	0.52	Very High
Reflective Practice	4.68	0.50	Very High
Integration			
Stress Management	4.73	0.44	Very High
Adaptability	4.75	0.44	Very High
Grand Mean	4.70		
SD	0.48		
Verbal Interpretation	Very High		

The results from the table demonstrate a consistently very high level of teachers' personal development across various indicators. Teachers showed strong agreement in all areas, including goal setting, resiliency, reflective practice integration, stress management, and adaptability, with mean scores ranging from 4.66 to 4.75. The highest mean was observed in the area of adaptability (4.75), indicating that teachers particularly value their ability to adapt to changing situations. Stress management also ranked highly (mean = 4.73), reflecting the importance teachers place on strategies for managing stress. Goal setting, resiliency, and reflective practice integration received equally high ratings (mean = 4.66 to 4.68), highlighting their significance in supporting teachers' personal growth. The overall weighted mean of 4.70 further emphasizes the very high level of teachers' personal development, indicating that teachers possess strong skills in managing their professional challenges, setting goals, reflecting on their practices, and adapting to change. These results suggest that teachers are highly engaged in developing the skills necessary for continuous growth and success in their profession.

Significant Relationship between the Key Teachers' Management Skills and the Teachers' Professional, Personal Development

The table highlights the varying levels of correlation between key teachers' management skills and teachers' professional and personal development. Strategic planning shows a significant and moderately positive correlation with several areas of teachers' development, especially in "Mentoring and Coaching," "Goal Setting," and "Resiliency," indicating that effective strategic planning contributes to teachers' growth in these areas. This suggests that when teachers are able to plan effectively, they are more likely to experience improvement in their mentoring, goal setting, and personal resilience. On the other hand, skills such as resource allocation, conflict management, and ethical decision-making did not show any significant correlations with the various aspects of teachers' professional or personal development.

TABLE 22. Significant Relationship between the Key Teachers' Management Skills and the Teachers' Professional, Personal Development

Key teachers' management skills		Teachers' professional development							
		CE&L	CA	M&C	GS	R	RPI	Stress Management	Adaptability
Strategic Planning	Pearson Correlation	-0.0380	0.0463	0.0964	0.0964	0.0964	0.0793	-0.038	0.0781
	Significance (2-Tailed)	0.0072	0.0026	0.0000	0.0000	0.0000	0.0001	0.0072	0.0257
	N	149	149	149	149	149	149	149	149
	Analysis	Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig
Resource Allocation	Pearson Correlation	-0.0460	-0.106	0.0114	0.0114	0.01139	0.0937	-0.046	0.3803
	Significance (2-Tailed)	0.8188	1.0000	0.1473	0.1473	0.1473	0.2809	0.8188	0.3560
	N	149	149	149	149	149	149	149	149
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig
Conflict Management	Pearson Correlation	-0.0490	-0.0690	-0.0570	-0.057	-0.057	0.2337	-0.0490	-0.1550
	Significance (2-Tailed)	0.2000	0.3004	0.6648	0.6648	0.6648	0.9728	0.2000	0.0972
	N	149	149	149	149	149	149	149	149
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig
Prioritization and Delegation	Pearson Correlation	0.3788	0.1033	-0.103	-0.103	-0.1028	0.0923	0.3788	-0.131
	Significance (2-Tailed)	0.0822	0.0911	0.0049	0.0049	0.0049	0.0083	0.0822	0.4392
	N	149	149	149	149	149	149	149	149
	Analysis	Not Sig	Not Sig	Sig	Sig	Sig	Sig	Not Sig	Not Sig
Ethical Decision Making	Pearson Correlation	0.0683	0.1151	0.0882	0.0882	0.0882	-0.039	0.0683	1.0000
	Significance (2-Tailed)	0.5888	0.4224	0.0240	0.0240	0.0240	0.0875	0.5888	
	N	149	149	149	149	149	149	149	149
	Analysis	Not Sig	Not Sig	Sig	Sig	Sig	Not Sig	Not Sig	

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive
0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

Prioritization and delegation skills also exhibited weak positive correlations in certain domains like "Mentoring and Coaching" and "Goal Setting," but the overall impact is not as pronounced. The results imply that certain management skills, particularly strategic planning, are more integral to fostering teachers' development,

The null hypothesis, "There is no significant relationship between the key teachers' management skills and the teachers' professional, personal development," is accepted at the 0.05 level of significance, according to the aforementioned findings, which suggests that there is no noteworthy correlation between them.

IV. CONCLUSION AND RECOMMENDATIONS

The study found no significant relationship between teachers' management skills and their professional or personal development, accepting the null hypothesis at a 0.05 significance level. However, strategic planning was positively correlated with areas like "Mentoring and Coaching," "Goal Setting," and "Resiliency," suggesting that this skill contributes more significantly to teachers' growth compared to other management skills. Although the null hypothesis was accepted, indicating no significant overall relationship between leadership skills and development, strategic thinking showed a significant positive correlation with "Continuing Education and Learning" and "Career Advancement." These findings emphasize that strategic thinking is the most influential leadership skill in fostering teachers' professional development, while other skills like communication and emotional intelligence may have a weaker impact.

Based on the drawn conclusions resulted to the following recommendations:

May Enhance Training in Strategic Planning. Given the positive impact of strategic planning on teachers' professional and personal development, it is recommended to incorporate more focused training on strategic planning into professional development programs. This will further equip teachers with the skills to plan effectively, set clear goals, and improve their overall performance in various domains such as mentoring, coaching, and goal-setting

May Strengthen Leadership Development Programs. While teachers demonstrated strong leadership skills in areas such as communication and emotional intelligence, strategic thinking emerged as the most significant contributor to professional growth. It is recommended that leadership training programs emphasize the development of strategic thinking and decision-making to better prepare teachers for long-term planning and career advancement opportunities.

May Focus on Resource Allocation and Conflict Management. Although resource allocation and conflict management skills did not show significant correlations with teachers' development, these areas are still essential for effective school management. Teachers could benefit from additional workshops or seminars that focus on these areas to strengthen their ability to handle practical classroom and organizational challenges.

May Encourage Continuous Professional Development. The high value teachers place on continuing education and mentoring indicates that ongoing professional development is crucial. Schools should create a culture of continuous learning by offering regular opportunities for further education, career advancement, and mentoring. These opportunities will support teachers in enhancing their skills and adapting to evolving educational demands.

May Support Personal Development through Adaptability and Stress Management. As adaptability and stress management were identified as key areas of personal development, schools should offer resources and training on managing stress and adapting to change. This could include workshops on resilience, work-life balance, and stress-reducing techniques, which will help teachers maintain their well-being while managing their professional responsibilities.

May Invest in Leadership Skill Refinement. Given that communication, emotional intelligence, and risk management are essential leadership skills, it is recommended that schools invest in programs designed to refine these skills further. Teachers should be encouraged to take leadership roles within their schools to practice and apply these skills, fostering a more collaborative and positive school culture.

By focusing on these areas, schools may support teachers in their professional growth, ultimately improving educational outcomes and creating a more resilient, adaptable, and effective teaching workforce.

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