

School Head Leadership Management Practices on Teachers' Professional and Personal Development

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Abstract—This research aimed to determine the significant relationship between school leadership practices and teachers' professional and personal development. Specifically, it sought to answer the level of school leadership practices, teacher's professional development and teacher's personal development. Also, this identifies the significant relationship between school leadership practices and level of teacher's professional development as well as the teacher's personal development. This study used descriptive and correlation design in collecting and gathering data. To gather data, the researcher utilized a self-made questionnaire as the primary tool distributed among 95 teachers in Pagsanjan, Lumban, Kalayaan and Balian district. Statistical analyses included calculating the mean, standard deviation, and person-r correlation to test hypothesis. Based on the results of the data, it is evident that the school head practices a very high level of leadership management practices which implies that school heads value the teacher's perception and development through exposure in localized management of school activity. Also, the teachers in the districts obtained very high level of professional development implied that teachers obtain that the teachers enhanced their ability to manage classroom, assess students work, and integration of technology through exposure as well as obtain interest in research for career advancement. In addition, teachers in the districts obtained a very high level of personal development. Teachers observed that they maintain their motivation to stay in the profession as they practice work life balance and reach career aspirations aligned with personal commitment leading to job satisfaction. Significant positive correlation was observed between school heads' leadership management practices and teachers' professional development. Also, there is a significant positive correlation observed between school heads' leadership management practices and teachers' personal development. The school heads leadership and management practices significantly related to the teacher's professional development and personal development; this denotes that the hypotheses are rejected. This concludes that as they enhance their teaching skills integrating creativity and research as well as promoting professional fulfillment, teacher continuity as they balance work and personal responsibilities and reach career growth aligned with personal principles contributing to their motivation. Based on the findings and conclusions made, the following recommendations are recommended that the future researchers may conduct to further study the individual culture and school culture affecting teachers personal and professional development.

Keywords— Leadership practices, teachers' satisfaction, faculty development, professional development, Personal development.

I. INTRODUCTION

The school head was key in determining the direction taken in terms of the professional development of educators within educational institutions. As educators continued to find their bearing in the ever-evolving educational landscape, the role of

school leaders in making the environment conducive to teachers' growth and development was extremely vital.

School leadership management practices thus ranged from visionary leadership to collaborative professional learning communities, all aimed at guiding and supporting teachers toward institutional goals and objectives. These practices therefore worked as the backbone for creating a culture of continuous improvement and innovation within educational organizations.

Visionary leaders put forward a clear vision for the future of the and motivated teachers to reach toward joint goals. Through the strong sense of shared purpose and direction that visionary leaders created, a supportive environment was formed, which encouraged teachers to keep learning and growing professionally.

Effective school leaders offered a coaching and mentorship environment to teachers that supported reflection on practice, goal setting, and receiving constructive feedback. Through personal support and guidance, it was possible for teachers to enhance their teaching skills, techniques of classroom management, and student engagement.

School leaders facilitated the establishment of personal and professional learning communities where teachers could collaborate, share best practices, and engage in inquiry within teams. These communities provided a medium for teachers to share ideas, seek feedback, and engage with other teachers in professional dialogue.

Ongoing professional and personal development opportunities for teachers were instrumental in keeping up with trends and educational best practices. Leaders in schools had the critical function of identifying training programs, workshops, and conferences relevant to the growth and development of teachers.

This study aimed to fill a gap in the literature on school leadership and teacher professional development by analyzing the impact of school leadership management practices on teachers' development and satisfaction. The research focused on the role of these practices in facilitating teachers' professional growth and identified key strategies that effective school leaders could employ to help their teachers grow and develop.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This research aimed to determine the significant relationship between school head leadership practices and teachers' professional and personal development.

Specifically, it seeks to answer the following questions:

1. What is the level of school head leadership management practices in terms of:
 - 1.1. Shared leadership practices;
 - 1.2. mentoring and coaching;
 - 1.3. resource management;
 - 1.4. changed management; and
 - 1.5. feedback and appraisal?
2. What is the level of teacher's Professional development in terms of:
 - 2.1. Classroom management skills;
 - 2.2. assessment Literacy;
 - 2.3. use of instructional technology;
 - 2.4. research Engagement; and
 - 2.5. career Advancement;
3. What is the level of teacher's personal development in terms of:
 - 3.1. Work-life balance;
 - 3.2. motivation and personal commitment;
 - 3.3. career aspiration;
 - 3.4. retention intent; and
 - 3.5. job satisfaction?
4. Is there a significant relationship between the school head leadership management practices and level of teacher' professional development?
5. Is there a significant relationship between the school head leadership management practices and teachers' personal development?

II. METHODOLOGY

This study used descriptive and correlation design in collecting and gathering data. To gather data, the researcher utilized a self-made questionnaire as the primary tool distributed among 95 teachers in Pagsanjan, Lumban, Kalayaan and Balian district. Statistical analyses included calculating the mean, standard deviation, and Pearson-r correlation to test hypothesis.

III. RESULTS AND DISCUSSION

This part presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter under the statement of the problem were answered in this chapter supported by tables.

Particularly this chapter aimed to identify the school head's leadership management practices in their respective schools under the Department of Education and its relationship on the teacher's professional development as well as personal development.

Specifically, this chapter presented the data that corresponded to the level of school leadership management practices in terms of shared leadership practices, mentoring and coaching, resource management, change management and feedback and appraisal.

In addition, this chapter also presents the data with respect to the teacher's professional development in terms of classroom management skills assessment literacy, use of instructional technology, research engagement; and career advancement.

Moreover, this also presented the level of teacher's personal development in terms of work-life balance, motivation and personal commitment, career aspiration, retention intent and satisfaction.

Furthermore, this also provided data that clarified the significant relationship between the school leadership management practices and level of teacher' professional development and teacher's personal development.

This descriptive -correlation research utilized 95 teachers students from (4) four different schools under the Schools Division of Laguna which the data were collected through self-made questionnaires.

To present and analyze the results of the responses among the students, the research used mean, standard deviation, and person-R correlations. Based on the obtained responses, the following data were presented and analyzed:

Level of School Heads' Leadership Management Practices

In this study, the level of school heads' leadership management practices refers to Shared leadership practices, Mentoring and coaching, Resource Management, Changed Management, and Feedback and appraisal.

The following tables show the level of the school head's leadership management practices. It also includes the statement, mean, standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the level of school heads' leadership management practices in terms of shared leadership. Also displays the statements, mean, standard deviation and remarks.

It is evident from the result that the teachers perceived very high ($M=4.46$; $SD=0.63$) practices of shared leadership among schools. This implied that the school principals in public schools includes teacher's perception in decision making to value teacher's ability and expertise in creating activities and school decision.

Table 1. Level of School Heads' Leadership Management Practices in terms of Shared Leadership Practices

Statements	Mean	SD	Remarks
School heads can...			
...involve teachers in decision-making processes that affect curriculum and instruction.	4.68	0.57	Strongly Agree
...distribute leadership responsibilities to capable teachers or staff members.	4.42	0.69	Strongly Agree
...promote a culture of mutual trust and respect when making school-wide decisions.	4.40	0.69	Strongly Agree
...support teacher-led initiatives and acknowledge their contributions to school improvement.	4.32	0.73	Strongly Agree
...foster an environment where staff members feel empowered to lead and innovate.	4.47	0.60	Strongly Agree
Weighted Mean	4.46		
SD	0.63		
Verbal Interpretation	Very High		

The table shows that the teachers strongly agree ($M=4.68$; $SD=0.57$) that school leaders involve teachers in decision-making processes that affect curriculum and instruction. This implied that the school principal among schools include teachers and allow them to share ideas in varied school

problems to create solutions and programs to enhance teaching and learning process.

Moreover, it is also evident that the teachers strongly agree ($M=4.32$; $SD=0.73$) that school heads support teacher-led initiatives and acknowledge their contributions to school improvement. This implied that the teachers' initiative project, program, and activities involving curriculum delivery, extracurricular activity and collaborative teaching strategies and material development. With this, the teacher felt recognition and empowerment with the guidance and support of. School head.

Table 2. Level of School Heads' Leadership Management Practices in terms of Mentoring and Coaching

Statements School heads can...	Mean	SD	Remarks
...provide regular guidance to teachers to help them improve their instructional skills.	4.43	0.63	Strongly Agree
...support teachers in setting and achieving professional development goals.	4.45	0.58	Strongly Agree
...give constructive feedback for improvement.	4.54	0.62	Strongly Agree
...encourage teachers to reflect on their teaching practices and identify areas for growth.	4.44	0.68	Strongly Agree
...offer individualized coaching tailored to the unique needs of each teacher.	4.53	0.60	Strongly Agree
Weighted Mean	4.48		
SD	0.59		
Verbal Interpretation	Very High		

Table 2 shows the level of school heads' leadership management practices in terms of mentoring and coaching. Also displays the statements, mean, standard deviation and remarks.

The table shows that the teacher perceived very high ($M=4.48$; $SD=0.59$) practices of mentoring and coaching as part of school leadership management practices. This implied that the school head provides guidance and support among teachers for professional development tailored in the unique needs to provide constructive feedback. This implied that through the effort of the school heads in providing feedback on school performance to enhance delivery of curriculum and growth in the profession.

The table shows that the teachers strongly agree ($M=4.54$; $SD=0.62$) that school heads give constructive feedback for improvement. This implies that through the effort of the principal in providing comments on the teacher's practices in curriculum delivery, they perceive constructive comments that improve their performances in practice.

It is also evident from the results that the teachers strongly agree ($M=4.43$; $SD=0.63$) school heads that provide regular guidance to teachers to help them improve their instructional skills. This implied that the teachers received regular guidance from the school principal to improve their teaching strategies aligned with the assessment tool for classroom observation.

Table 3 shows the level of school heads' leadership management practices in terms of resource management. Also displays the statements, mean, standard deviation and remarks.

It is evident that the teachers perceived very high ($M=4.44$; $SD=0.67$) practices of resource management among school

heads as part of their leadership and management. This implied that the teachers perceived school heads to prioritize instructional material and school programs to maintain efficiency in implementation of innovative teaching strategies and improve student outcomes.

Table 3. Level of School Heads' Leadership Management Practices in Terms of Resource Management

Statements School heads can...	Mean	SD	Remarks
...allocate financial resources to support instructional needs and school programs.	4.64	0.54	Strongly Agree
...plan resources to maximize teaching effectiveness and student learning outcomes.	4.37	0.73	Strongly Agree
...evaluate the utilization of school resources to ensure efficiency and effectiveness.	4.40	0.64	Strongly Agree
...ensure transparency and accountability in managing school resources.	4.40	0.77	Strongly Agree
...use resources to support innovative teaching practices	4.33	0.76	Strongly Agree
Weighted Mean	4.44		
SD	0.67		
Verbal Interpretation	Very High		

The table shows that the teachers strongly agree ($M=4.64$; $SD=0.54$) that the school heads allocate financial resources to support instructional needs and school programs. This implied that the teacher's perceived that the school head prioritize budget allocation on school funds for instructional materials and classroom needs and in varied school events that promote holistic learning experiences for students.

Based on the results, it is also evident that they strongly agree ($M=4.33$; $SD=0.76$) that use resources to support innovative teaching practices. This clarified that the school heads use the school resources to promote innovation among teachers to integrate technology in the teaching and learning process. Availability of the resources in the classroom boost teachers' motivation to integrate varied technology in the lesson to capture student's attention.

Table 4. Level of School Heads' Leadership Management Practices in terms of Changed Management

Statements School heads can...	Mean	SD	Remarks
...communicate a clear vision when implementing changes in the school	4.60	0.66	Strongly Agree
...guide to support teachers during periods of change.	4.60	0.59	Strongly Agree
...address resistance among faculty and students constructively.	4.61	0.57	Strongly Agree
...model a positive attitude towards change.	4.44	0.70	Strongly Agree
...seek feedback among teachers during the period of change implementation.	4.52	0.70	Strongly Agree
Weighted Mean	4.55		
SD	0.62		
Verbal Interpretation	Very High		

Table 4 shows the level of school heads' leadership management practices in terms of change management. Also displays the statements, mean, standard deviation and remarks.

Based on the result, it can be gleaned that the teachers perceived that school heads obtained very high ($M=4.55$; $SD=0.62$) changed management as part of their leadership and

management practices. This implied that the school heads perform communication with faculty to address changes in the institution to assist teachers in adjustment by modeling behavior of acceptance during this period.

It is evident that the teachers strongly agree ($M=4.61$; $SD=0.57$) that school heads address resistance among faculty and students constructively. This can be gleaned that the school principal allows the teacher to cope up with changes in the institution both through school activities changes and the teaching approaches innovation and address through meetings and meetings.

Moreso, it is also evident that the teachers strongly agree ($M=4.52$; $SD=0.70$) that the school head also seeks feedback among teachers during the period of change implementation. This can be gleaned that the principal solicits the opinion among faculty members in the implementation of changes in the institution to address the difficulty of the adjustment.

Table 5. Level of School Heads' Leadership Management Practices in terms of Feedback and Appraisal

Statements	Mean	SD	Remarks
School heads can...			
...provide constructive feedback on teachers' instructional practices.	4.49	0.74	Strongly Agree
...set clear performance expectations and standards for teachers.	4.43	0.58	Strongly Agree
...recognize and appreciate teachers' achievements and contributions.	4.40	0.73	Strongly Agree
...tailor feedback to individual teachers' professional development needs.	4.40	0.66	Strongly Agree
...engage in open dialogue with teachers during appraisal discussions.	4.44	0.70	Strongly Agree
Weighted Mean	4.43		
SD	0.65		
Verbal Interpretation	Very High		

Table 5 shows the level of school heads' leadership management practices in terms of feedback and appraisal. Also displays the statements, mean, standard deviation and remarks.

The results showed that the teachers among public schools perceived that the school leaders practice very high ($M=4.43$; $SD=0.65$) feedback and appraisal as part of their leadership and management practices. This clarified that the school heads provide feedback among faculty to set expectations and recognize teachers' effort to assist professional development in an open dialogue.

The result showed that the faculty strongly agree ($M=4.49$; $SD=0.74$) that the school heads provide constructive feedback on teachers' instructional practices. This implied that the principal provides comments and suggestions among faculty members to boost their practice and improve their performance in the profession in terms of pedagogical skills and innovative teaching strategies. With this, the teachers felt recognized and empowered in creating innovation and instructional strategies of teachers.

In addition, it is also evident that the teachers strongly agree that the ($M=4.40$; $SD=0.73$) school head recognizes and appreciates teachers' achievements and contributions and ($M=4.40$; $SD=0.66$) tailor feedback to individual teachers' professional development needs. This implied that the

feedback practices of the principal is based on the performance of each teacher and tailored on development needs and professional development. Also, this practice appreciates the teacher's effort in academic and other school activities.

Level of Teachers' Professional Development

In this study, the level of teachers' professional development refers to Classroom management, Assessment Literacy, Use of instructional technology, Research Engagement, and Career Advancement.

Table 6 shows the level of teacher's professional development in terms of classroom management. Also displays the statements, mean, standard deviation and remarks.

It is evident in the result that the teachers have a very high ($M=4.43$; $SD=0.66$) level of professional development in terms of classroom management. This can be gleaned that the teachers develop the strategies in managing the class activities while maintaining students' behavior and active engagement in class. This clarified that the teachers practice management in the classroom that is efficient in correcting student's behavior without disruption on class activities.

Table 6. Level of Teachers' Professional Development in terms of Classroom Management

Statements	Mean	SD	Remarks
Through school heads' leadership management practices, I am able to...			
...organize classroom activities to maximize instructional time effectively.	4.45	0.74	Strongly Agree
...manage student behavior positively and constructively.	4.54	0.60	Strongly Agree
...create a classroom environment that is inclusive and supportive for all learners.	4.29	0.73	Strongly Agree
...implement strategies to maintain student engagement throughout lessons.	4.41	0.66	Strongly Agree
...handle classroom disruptions calmly and efficiently without affecting instruction.	4.43	0.71	Strongly Agree
Weighted Mean	4.43		
SD	0.66		
Verbal Interpretation	Very High		

The results showed that the teachers are strongly agree ($M=4.54$; $SD=0.60$) that they manage student behavior positively and constructively. This implied that the teachers practice classroom management strategies that provide feedback on students constructively and avoid humiliation among students. The teachers created a practice that may correct student's misbehavior without disrupting the discussion.

Moreso, the teachers are strongly agree ($M=4.29$; $SD=0.73$) that they create a classroom environment that is inclusive and supportive for all learners. This implied that the teacher created an atmosphere in which the students perceived that they are valued, and their ideas are being valued in the class. The teachers created a practice in which every idea of the students are heard and supported their idea during activity.

Table 7 shows the level of teacher's professional development in terms of assessment literacy. Also displays the statements, mean, standard deviation and remarks.

Table 7. Level of Teachers' Professional Development in terms of Assessment Literacy

Statements I am able to...	Mean	SD	Remarks
...develop a variety of assessment types to support diverse learning needs.	4.49	0.67	Strongly Agree
...give assessment results to inform and adjust my instructional practices.	4.57	0.60	Strongly Agree
...provide timely and constructive feedback to students based on assessment data.	4.37	0.72	Strongly Agree
...use assessment results to guide differentiated instruction for diverse learners.	4.46	0.63	Strongly Agree
...analyze assessment data to identify students' strengths and areas for improvement.	4.40	0.71	Strongly Agree
Weighted Mean	4.46		
SD	0.63		
Verbal Interpretation	Very High		

It is evident from the result that the teachers achieved very high ($M=4.46$; $SD=0.63$) level of professional development in assessment literacy. This can be gleaned that the teachers attain skills in assessing students' competencies though varied strategies that allows to develop learners and provide feedback on their strength and weaknesses.

The results showed that the teachers are strongly agree ($M=4.57$; $SD=0.60$) that they give assessment results to inform and adjust my instructional practices. This clarified that the teachers practice communicating the assessment results with the students and used these results to craft instructional strategies to adjust with varied student's needs. With this, the instruction is tailored made and aligned with the needs of the students addressing their difficulty.

Based on the result, It is evident that the teachers are strongly agree ($M=4.52$; $SD=0.70$) that they provide timely and constructive feedback to students based on assessment data. This implied that the teachers they take time to provide comments and suggestion to improve students' performance and recognize their strength as evaluated.

Table 8. Level of Teachers' Professional Development in terms of Use of Instructional Technology

Statements I am able to...	Mean	SD	Remarks
...integrate digital tools effectively into lesson planning and delivery.	4.43	0.68	Strongly Agree
...select appropriate instructional technology based on learning objectives and student needs.	4.55	0.54	Strongly Agree
...use technology to create interactive and collaborative learning experiences.	4.41	0.66	Strongly Agree
...adapt technology for diverse learners.	4.45	0.65	Strongly Agree
...use technology to provide timely feedback to students on their performance.	4.39	0.70	Strongly Agree
Weighted Mean	4.44		
SD	0.61		
Verbal Interpretation	Very High		

Table 8 shows the level of teacher's professional development in terms of use of instructional technology. Also displays the statements, mean, standard deviation and remarks.

The results showed that the teachers achieved very high ($M=4.44$; $SD=0.61$) level of professional development in use of instructional technology. This implied that teachers attain

high level of skills in usage of different digital tools in designing and implementation of curriculum based on the instructional competencies to create interactive activities and obtain results to provide feedback on students.

The table shows that they strongly agree ($M=4.55$; $SD=0.54$) that they select appropriate instructional technology based on learning objectives and student needs. This implied that the teachers highly practice the integration of technology in the discussion and activities based on the learning objectives and consider the student's difficulty to assist their development.

It is also evident from the results that the teachers are strongly agree ($M=4.39$; $SD=0.70$) that use technology to create interactive and collaborative learning experiences. This implied that the teachers used varied technology in the classroom and attain skills in technology selection to make the lesson interactive which captures student's attention. Also, the teacher's design the collaborative activities based on the lesson through the integration of technology that both enhance technological competencies among students and collaboration skills.

Table 9. Level of teachers' professional development in terms of Research Engagement

Statements I am able to...	Mean	SD	Remarks
...participate in educational research activities relevant to my teaching practice.	4.44	0.60	Strongly Agree
...conduct small-scale classroom research projects effectively.	4.46	0.58	Strongly Agree
...apply research findings to improve teaching methods and student learning outcomes.	4.41	0.71	Strongly Agree
...collect and analyze data to evaluate the effectiveness of instructional interventions.	4.41	0.71	Strongly Agree
...collaborate with colleagues on research action research initiatives.	4.44	0.65	Strongly Agree
Weighted Mean	4.43		
SD	0.61		
Verbal Interpretation	Very High		

Table 9 shows the level of teacher's professional development in terms of use of research engagement. Also displays the statements, mean, standard deviation and remarks.

It is evident from the results that the teachers achieved very high ($M=4.43$; $SD=0.61$) level of professional development in terms of research engagement. This implied that the teachers in public institutions participated in conduct research to address student difficulty and improve teaching practices as well as collaboration with experts in the field with similar interest.

The teachers strongly agree ($M=4.46$; $SD=0.58$) that they conduct small-scale classroom research projects effectively. This denoted that the teachers in public school conducted small-scale classroom research project to address the problem experience in the classroom and provide solutions through action research implemented in classroom. With this, the teachers actively involved in the research program imposed by the department of education.

In addition, teachers are also agree that they ($M=4.41$; $SD=0.71$) apply research findings to improve teaching methods and ($M=4.41$; $SD=0.71$) student learning outcomes

and collect and analyze data to evaluate the effectiveness of instructional interventions. This implied that the teachers engaged in research activities as an innovation for teaching and learning delivery and test the effectiveness of innovative teaching approach on students' performances.

Table 10. Level of Teachers' Professional Development in terms of Career Advancement

Statements I am able to...	Mean	SD	Remarks
...seek opportunities that contribute to my career progression	4.34	0.74	Strongly Agree
...work on improving my skills to prepare for future roles and responsibilities.	4.43	0.60	Strongly Agree
...take initiative to pursue professional development activities that enhance my career prospects.	4.31	0.72	Strongly Agree
...engage in mentorship or coaching relationships to support my career growth.	4.41	0.64	Strongly Agree
...identify opportunities for leadership roles and take steps to prepare for them.	4.41	0.71	Strongly Agree
Weighted Mean	4.38		
SD	0.65		
Verbal Interpretation	Very High		

Table 10 shows the level of teacher's professional development in terms of use of career advancement. Also displays the statements, mean, standard deviation and remarks. It is evident that the teachers in public schools received very high ($M=4.38$; $SD=0.65$) professional development in terms of career advancement. It can be perceived that the teachers seek to improve skills and pursue mentorship with other professionals to identify career opportunities and attain career progression in teaching.

It is evident that teachers are strongly agree ($M=4.43$; $SD=0.60$) that they work on improving my skills to prepare for future roles and responsibilities. This can be gleaned that teachers practice professional development by enhancing their teaching skills and leadership skills concerned in the school and student development as preparation for the prospective future roles.

Moreso, it is also evident that the teachers are ($M=4.31$; $SD=0.72$) strongly agree that they take initiative to pursue professional development activities that enhance my career prospects. This explained the teachers willingness to engage in varied seminar, workshop and other continuing professional development to be oriented in varied career path in the teacher profession and skills expectation necessary in attain the career advancement.

Level of Teachers' Personal Development

In this study, the level of teachers' personal development refers to Work-life balance, Motivation and personal commitment, Career aspiration, Retention intent, and Job satisfaction.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 11 shows the level of teacher's personal development in terms of use of work life balance. Also displays the statements, mean, standard deviation and remarks.

Table 11. Level of Teachers' Personal Development in terms of Work-Life Balance

Statements I am able to...	Mean	SD	Remarks
...maintain motivation to perform my teaching duties to the best of my ability.	4.48	0.60	Strongly Agree
...continue high standards in my professional practice.	4.43	0.60	Strongly Agree
...support inspiration to contribute to the success and development of my students.	4.26	0.76	Strongly Agree
...demonstrate initiative in taking on additional responsibilities that benefit the school.	4.40	0.72	Strongly Agree
...engage in professional development to enhance my performance.	4.41	0.71	Strongly Agree
Weighted Mean	4.40		
SD	0.65		
Verbal Interpretation	Very High		

The table showed that the teachers achieved very high ($M=4.40$; $SD=0.65$) level of work life balance as part of their personal development. This entailed that the faculty in public schools maintain their motivation to continue high standard of teaching practices and initiate to perform additional activities that best contribute to the development of the students' competencies.

It is evident from the result that the teachers are strongly agree ($M=4.48$; $SD=0.60$) that they maintain motivation to perform teaching duties on the best of their interest. This implied that the teachers assured they are willing to for professional advancement and practice high level of standard in execution of the lesson as well performing in varied school activities in the extend of their best.

Also, the teachers strongly agree ($M=4.26$; $SD=0.76$) that they are support inspiration to contribute to the success and development of my students. This implied that the teachers in public schools under the Department of Education serves as the primary motivation and assistance to assure the development of each student in the classroom.

Table 12 shows the level of teacher's personal development in terms of use of motivation and personal commitment. Also displays the statements, mean, standard deviation and remarks.

Table 12. Level of Teachers' Personal Development in Terms of Motivation and Personal Commitment

Statements I am able to...	Mean	SD	Remarks
...feel a strong sense of personal fulfillment in my role as a teacher.	4.45	0.68	Strongly Agree
...prepare and deliver high-quality lessons as they are intrinsically motivated.	4.47	0.60	Strongly Agree
...put in extra effort beyond my formal duties for the benefit of my students.	4.31	0.74	Strongly Agree
...remain dedicated to teaching responsibilities even when faced with difficulties.	4.40	0.66	Strongly Agree
...take responsibility for contributing to the overall success of my school.	4.40	0.71	Strongly Agree
Weighted Mean	4.41		
SD	0.65		
Verbal Interpretation	Very High		

The table shows that the teachers obtained very high ($M=4.41$; $SD=0.65$) level of professional development in

terms of motivation and personal commitment. This can be gleaned that the teachers develop high quality lessons through personal motivation and extend extra effort when face difficulties to maintain students' development as it serves as their fulfilment.

The results showed that the teachers are strongly agree ($M=4.31$; $SD=0.74$) that they prepare and deliver high-quality lessons as they are intrinsically motivated. This implied that the teachers are committed and motivated to maintain students' interaction which push them to create interactive and high-quality lessons for the student.

Moreover, it is evident from the results that the teachers are strongly agree ($M=4.31$; $SD=0.74$) that they put in extra effort beyond my formal duties for the benefit of my students. This implied that the teachers are willing to take extra time beyond the teaching hours to assure that the students are learning from the discussion. This teacher initiative included the remediation program and enhancement program of the schools for the students.

Table 13 shows the level of teacher's personal development in terms of use of motivation and personal commitment. Also displays the statements, mean, standard deviation and remarks.

Table 13. Level of Teachers' Personal Development in terms of Career Aspiration

Statements I am able to...	Mean	SD	Remarks
...intend to continuously advance qualifications related to teaching.	4.59	0.56	Strongly Agree
...pursue professional development opportunities to enhance my career.	4.38	0.72	Strongly Agree
...maintain commitment to achieving career advancement within the education sector.	4.40	0.72	Strongly Agree
...aspire to be recognized for excellence in teaching practice.	4.40	0.69	Strongly Agree
...aim to achieve higher levels of expertise in my teaching field.	4.48	0.68	Strongly Agree
Weighted Mean	4.45		
SD	0.65		
Verbal Interpretation	Very High		

The table shows that the teachers achieved very high ($M=4.45$; $SD=0.65$) level of personal development in terms of career aspiration. This implied that the teachers understand the career path and continuously achieving development of skills and qualifications through varied education sectors to practice excellence in the professions.

Based on the results, the teachers are strongly agree ($M=4.59$; $SD=0.56$) that they intend to continuously advance qualifications related to teaching. This implied that the teachers are willing to take extra time to improve skills and teaching practice to better understand the qualifications including academic degrees and skills related to prospect academic rank.

The table also clarified that the teachers are strongly agree ($M=4.38$; $SD=0.72$) that they pursue professional development opportunities to enhance my career. This implied that the teachers practice the participation in varied seminars and workshop to better understand the trend in teaching practice

and provide innovation in practice of the profession to access opportunities for advancement of the academic rank.

Table 14 shows the level of teacher's personal development in terms of use of retention intent. Also displays the statements, mean, standard deviation and remarks.

The table shows that the teachers attain very high level ($M=4.61$; $SD=0.48$) of professional development in terms of retention intent. This clarified that the teachers see themselves to practice the profession as they develop strong attachment in educating students despite changes in education delivery.

Table 14. Level of Teachers' Personal Development in Terms of Retention Intent

Statements I am able to...	Mean	SD	Remarks
...remain in the teaching profession for the foreseeable future.	4.79	0.41	Strongly Agree
...considering exploring new career opportunities beyond the teaching profession..	4.57	0.50	Strongly Agree
...feel a strong sense of attachment to the teaching profession.	4.52	0.56	Strongly Agree
...adapt to changes in the education system to remain a teacher.	4.55	0.52	Strongly Agree
...motivated to overcome difficulties rather than leave the teaching profession.	4.63	0.53	Strongly Agree
Weighted Mean	4.61		
SD	0.48		
Verbal Interpretation	Very High		

It is evident that the teacher were strongly agree ($M=4.79$; $SD=0.41$) that remain in the teaching profession for the foreseeable future. This implied that the teachers see lifetime practice of teaching as profession which allows them teach students with varied skills and knowledge. These practices develop teachers perspective of continuous development in the career and secured lifetime job in the profession.

The teachers also strongly agree ($M=4.52$; $SD=0.56$) that they feel a strong sense of attachment to the teaching profession. This implied that the teachers are attached in the profession since the primary duty is to aid students' development. This practice allows the teacher to see their value and perceived their strength in teaching as lifetime duty.

Table 15. Level of Teachers' Personal Development in Terms of Job Satisfaction

Statements I am able to...	Mean	SD	Remarks
...experience satisfaction in fulfilling my role and responsibilities as a teacher.	4.55	0.61	Strongly Agree
...value the level of autonomy given in my teaching practice.	4.37	0.64	Strongly Agree
...appreciate the opportunities available for my professional growth in teaching.	4.58	0.63	Strongly Agree
...receive adequate support from school leadership in performing my duties.	4.37	0.67	Strongly Agree
...believe that efforts as a teacher are valued by the school community.	4.48	0.70	Strongly Agree
Weighted Mean	4.47		
SD	0.62		
Verbal Interpretation	Very High		

Table 15 shows the level of teacher's personal development in terms of use of retention intent that displays the statements, mean, standard deviation and remarks.

The results showed that the teachers obtained very high ($M=4.47$; $SD=0.62$) level of job satisfaction as part of their personal development in the teaching profession. This implied that the faculty in the Department of Education perceived teaching as fulfilling that provide autonomy and appreciation on their contribution in the school and the community.

Based on the results, the teachers are strongly agree ($M=4.58$; $SD=0.63$) that they appreciate the opportunities available for my professional growth in teaching. This implied that the retention of teachers are also based on the opportunities they perceived in the profession. Upon understanding of varied promotion and career development, the teachers perceived this as primary factor for retention.

Moreover, it can be gleaned that the teachers are strongly agree that they ($M=4.37$; $SD=0.64$) value the level of autonomy given in my teaching practice and ($M=4.37$; $SD=0.67$) receive adequate support from school leadership in performing my duties. This clarified that one of the reasons in teacher's retention in the profession is their independent practices and academic freedom. Also, the school leaders

support in the teacher's effort an initiative makes them stay in the profession.

Test of Association Between the School Heads' Leadership Management Practices and Teachers' Professional Development

To test the significant relationship between the school heads' leadership management practices and teachers' professional development in terms of Classroom management, Assessment Literacy, Use of instructional technology, Research Engagement, and Career Advancement they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 16 shows the test relationship between the school heads' leadership and teachers' professional development.

A significant positive correlation was observed between school heads' leadership management practices and teachers' professional development, indicating that teachers who acquainted more tended to achieve higher professional development ($r(94) p < .05$). This suggests that increased school heads' leadership management practices is associated with better academic teachers' professional development.

Table 16. Significant Relationship Between the School Heads' Leadership Management Practices and Teachers' Professional Development

School heads' leadership management practices		Classroom management	Assessment Literacy	Use of instructional technology	Research Engagement	Career Advancement
Shared leadership practices	Pearson Correlation	0.448**	0.291**	0.392**	0.269**	0.462**
	Sig. (2-tailed)	0.000	0.004	0.000	0.009	0.000
	N	94	94	94	94	94
Mentoring and coaching	Pearson Correlation	0.518**	0.355**	0.531**	0.311**	0.544**
	Sig. (2-tailed)	0.000	0.000	0.000	0.002	0.000
	N	94	94	94	94	94
Resource Management	Pearson Correlation	0.610**	0.430**	0.480**	0.429**	0.620**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	94	94	94	94	94
Changed Management	Pearson Correlation	0.479**	0.381**	0.498**	0.251**	0.486**
	Sig. (2-tailed)	0.000	0.000	0.000	0.015	0.000
	N	94	94	94	94	94
Feedback appraisal	Pearson Correlation	0.803**	0.686**	0.705**	0.432**	0.847**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	94	94	94	94	94

This clarified that the practice of school head enhances the faculty professional development. As the principal exposed the teacher in varied opportunity in planning, decision making and leadership together with constant feedback in mentoring and coaching, the teacher develop their competency as professional and willing to gain skills to attain professional advancement.

Participatory leadership practices enhance teacher growth by fostering a collaborative atmosphere and aligning with transformational leadership concepts. These practices emphasize collaborative decision-making and teacher involvement, which are crucial for improving professional skills and motivation. Teachers in leadership roles achieve better student outcomes and greater satisfaction, linking professional development with empowering leadership. Ultimately, effective participatory leadership cultivates a

strong professional culture and continuous growth, positively impacting student learning and teaching quality.

Osei et al. (2025) emphasized that shared leadership proved that it built a collaborative culture, mutual trust, and inclusivity, which boosted teacher morale, reduced burnout from hierarchical overload, and provided teachers a voice in school decisions that directly influenced their work. Empowerment promoted both professional confidence and personal well-being.

Test of Association Between the School Heads' Leadership Management Practices and the Teachers' Personal Development

To test the significant relationship between the school heads' leadership management practices and teachers' personal development in terms of Work-life balance, Motivation and personal commitment, Career aspiration,

Retention intent, and Job satisfaction they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 17. Significant Relationship Between the School Heads' Leadership Management Practices and Teachers' Personal Development

School heads' leadership management	Work-life balance	Motivation personal commitment	and Career aspiration	Retention intent	Job satisfaction
Shared leadership practices	Pearson Correlation 0.475** Sig. (2-tailed) 0.000 N 94	0.498** 0.000	0.564** 0.000	0.141 0.175	0.391** 0.000
Mentoring and coaching	Pearson Correlation 0.501** Sig. (2-tailed) 0.000 N 94	0.518** 0.000	0.703** 0.000	0.106 0.309	0.537** 0.000
Resource Management	Pearson Correlation 0.601** Sig. (2-tailed) 0.000 N 94	0.611** 0.000	0.477** 0.000	0.168 0.106	0.420** 0.000
Changed Management	Pearson Correlation 0.520** Sig. (2-tailed) 0.000 N 94	0.511** 0.000	0.538** 0.000	0.069 0.509	0.465** 0.000
Feedback and appraisal	Pearson Correlation 0.790** Sig. (2-tailed) 0.000 N 94	0.795** 0.000	0.534** 0.000	0.269** 0.009	0.430** 0.000

No statistically significant correlation was found between the school heads' leadership management practices and retention intent of teachers' personal development ($r(95) p > .05$). This indicates that, within this group, the school heads' leadership management practices did not significantly predict retention intent of teachers' personal development, contrary to some anecdotal expectations.

This also implied that the retention of the teachers are not solely dependent on the practice of the principal in leading the educational institution. Principal serves as the head of the school but the work culture is not only dependent on the principal but also in other factors such as the teacher's individual values and goals that may affect their willingness to stay.

Workers' perceptions of company culture greatly impact their performance and meeting deadlines. Factors such as poor conflict resolution, lack of incentives, and absence of overtime benefits can undermine motivation. Positive corporate culture is linked to enhanced performance through strong leadership, training, and appropriate benefits. Recognizing diverse

employee backgrounds is essential for improving attitudes and performance. To increase employee engagement, organizations should establish transparent pay structures, effective compensation processes, and non-financial rewards while continuously seeking employee feedback (Lartey & Ampofo, 2025).

IV. CONCLUSION AND RECOMMENDATIONS

The practice of school heads enhances the faculty professional development denoted that the hypothesis is rejected. That principal exposed the teacher to varied opportunities in planning, decision making and leadership together with constant feedback in mentoring and coaching, the teacher developed their competency as professional and willing to gain skills to attain professional advancement.

Leadership practices of the principal affects the teachers personal development as through mentoring, coaching, feedback and exposure, the teachers entailed are rejected. Combining principal leadership with teacher self-development is proposed to enhance senior high school teachers' professional competence. It finds that self-directed learning boosts pedagogical skills, while participatory leadership fosters a collaborative school environment.

Based on the findings and conclusions made, the following recommendations were forwarded:

School Heads may encourage the teachers to initiate for developing leadership skills, professional development, and self-development among teachers by providing continuous mentoring, coaching, and collaboration.

School Heads may encourage teachers to participate in seminars and professional development activities to learn different strategies that would benefit learner development. In addition, schools should create a conducive environment where the teachers can collaborate, feel respected, and increase their level of professional development and personal well-being.

School heads may give mentoring and coaching to teachers according to their personal needs and align their personal values with the school values in order to increase teachers' productivity and satisfaction.

Future researchers may explore the impact of individual and school cultures on teacher development.

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