

The Role of Educational Leadership and Professional Development on the Careers of Novice Teachers

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Abstract—This study determined the relationship between educational leadership, professional development, and the careers of novice teachers in selected public schools in District 3 and District 4, Laguna Province. Specifically, it described the perceived level of school heads' educational leadership role in terms of goal-setting, instructional supervision, mentoring support, and decision-making; the level of school heads' initiatives on the professional development of novice teachers in terms of access to training and seminars, peer collaboration, opportunities for continuous learning, and skill advancement; and the level of careers of novice teachers in terms of job satisfaction, commitment to the profession, teaching competence, teaching self-efficacy, and classroom management skills. It also tested whether significant relationships exist between educational leadership and the careers of novice teachers, and between professional development and the careers of novice teachers. A descriptive-correlational research design was employed. The respondents consisted of 80 novice teachers from selected public elementary schools in District 3 and District 4 of Laguna Province, selected through purposive sampling. Data were gathered using a researcher-made Likert-scale questionnaire and analyzed using weighted mean, standard deviation, and Pearson product-moment correlation coefficient. Findings revealed that novice teachers perceived school heads as performing their educational leadership role at a very high level across all indicators, with goal-setting obtaining the highest weighted mean. School heads' initiatives on professional development were likewise rated very high, with opportunities for continuous learning emerging as the highest-rated indicator. Similarly, the careers of novice teachers were assessed as very high across all dimensions, with teaching competence recording the highest mean rating. A significant positive relationship was found between educational leadership and the careers of novice teachers, as well as between professional development and the careers of novice teachers across all indicators. Based on these results, both null hypotheses were rejected. The study concludes that effective educational leadership and strong professional development practices are significantly associated with the career outcomes of novice teachers. School heads' leadership practices — particularly goal-setting, instructional supervision, and mentoring support — as well as professional development initiatives such as continuous learning and skill advancement, collectively contribute to novice teachers' job satisfaction, professional commitment, teaching competence, self-efficacy, and classroom management skills. It is recommended that school heads continuously strengthen their leadership practices by reinforcing mentoring programs, promoting peer collaboration, and providing sustained and classroom-aligned professional development activities for novice teachers. Schools may also implement structured capacity-building initiatives focused on teaching competence, self-efficacy, and classroom management to further support novice teachers' professional growth and long-term retention in the profession.

Keywords— Educational leadership, novice teachers, professional development, teaching competence, teaching self-efficacy.

I. INTRODUCTION

The transition into teaching is considered one of the most critical phases in an educator's career, as novice teachers face the challenge of managing classrooms, addressing diverse learners, and meeting institutional expectations all at once. Sorensen and Ladd (2020) emphasized that this induction stage greatly influences teacher performance and career development, making early-career support essential. Without sufficient guidance, many novice teachers experience stress, burnout, and even attrition. Sutchter, Darling-Hammond, and Carver-Thomas (2019) observed that weak support systems contribute to high turnover, which disrupts school stability and student learning. Likewise, Gallant and Riley (2017) found that teachers who feel isolated and unsupported are more likely to leave the profession, highlighting the need for targeted interventions.

Educational leadership plays a vital role in shaping these early career experiences. Effective school leaders establish clear expectations, provide constructive feedback, and cultivate a positive school climate that helps beginning teachers thrive (Leithwood, Sun, & Pollock, 2017). Leadership also directly affects teacher motivation, instructional quality, and retention (Hallinger & Wang, 2022). Principals and supervisors contribute significantly by offering mentorship, supervision, and evaluation that build teacher confidence (Wilson, 2023). Transformational leadership, characterized by vision-setting and individualized support, further empowers novice teachers to reflect, plan, and sustain long-term careers (Qian, Walker, & Li, 2020).

Another crucial support mechanism is professional development (PD), which enhances teachers' pedagogical knowledge and professional identity. Effective PD, according to Darling-Hammond, Hyler, and Gardner (2017), must be sustained, collaborative, and tied directly to classroom practice. Kennedy (2016) similarly emphasized that PD tailored to novice teachers fosters reflective practice, peer collaboration, and instructional confidence. Evidence also shows that high-quality PD reduces attrition, strengthens resilience, and enhances competence (Opfer & Pedder, 2016).

Despite the recognized importance of leadership and PD, little research has examined their combined effects on novice teachers' careers. Day, Gu, and Townsend (2021) noted that while leadership has been linked to school improvement, its intersection with professional development in teacher

retention remains underexplored. Hence, this study investigates how educational leadership and PD jointly influence novice teachers' growth, satisfaction, and retention, aiming to contribute to sustainable educational excellence.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study is primarily concerned with the educational leadership, professional development programs, and careers of novice teachers

In particular, the study sought to answer the following specific research questions:

1. What is the perceived level of school heads' educational leadership role in terms of:
 - 1.1. Goal-setting;
 - 1.2. instructional supervision;
 - 1.3. mentoring support; and
 - 1.4. decision-making?
2. What is the level of school heads' initiatives on the professional development of novice teachers in terms of:
 - 2.1. Access to training and seminar;
 - 2.2 peer collaboration;
 - 2.3 opportunities for continuous learning and;
 - 2.4 skill advancement?
3. What is the level of careers of novice teachers in terms of:
 - 3.1. Job satisfaction
 - 3.2 commitment to the profession;
 - 3.3 teaching competence;
 - 3.4 teaching self-efficacy; and
 - 3.5 classroom management skills?
4. Is there a significant relationship between the school head's educational leadership role and careers of novice teachers?
5. Is there a significant relationship between the initiative of school head on the professional development and careers of novice teachers?

II. METHODOLOGY

A descriptive-correlational research design was employed. The respondents consisted of 80 novice teachers from selected public elementary schools in District 3 and District 4 of Laguna Province, selected through purposive sampling. Data were gathered using a researcher-made Likert-scale questionnaire and analyzed using weighted mean, standard deviation, and Pearson product-moment correlation coefficient.

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 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship between the school head's educational leadership role, the initiative of school leaders on the professional development and careers of novice teachers. In particular, the study sought to address the following:

Level of School Heads' Educational Leadership Role

In this study, the perceived level of school heads' educational leadership role refers to goal-setting, instructional supervision, mentoring support, and decision-making. The following tables show the statement, mean, and standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the perceived level of school heads' educational leadership role. Also displays the statements, mean, standard deviation and remarks. The teachers were motivated to perform better when the school leader explained the objectives and expectations for the school year. The ($M = 4.81$) suggests a very high perceived level of school heads' educational leadership role in terms of goal-setting and supported with ($SD = 0.45$). Also, understand the goals set by the school leaders, and they feel guided by them in their daily teaching tasks. While the mean is slightly lower ($M = 4.64$) with

Table 1. Level of School Heads' Educational Leadership Role in terms of Goal-Setting

Statements	Mean	SD	Remarks
...I understand the goals set by my school leaders, and I feel guided by them in my daily teaching tasks.	4.79	0.47	Strongly Agree
...I believe the goals communicated by my school leader are realistic and aligned with improving both teacher growth and student learning.	4.66	0.48	Strongly Agree
...I am motivated to perform better when my school leader explains the objectives and expectations for the school year.	4.81	0.45	Strongly Agree
...I find that the school goals provide me with direction and a sense of purpose as a novice teacher.	4.64	0.53	Strongly Agree
...I feel included when school leaders involve me in discussions about goal-setting and institutional priorities.	4.75	0.49	Strongly Agree
Weighted Mean	4.73		
SD	0.37		
Verbal Interpretation	Very High		

The perceived level of school heads' educational leadership role in terms of goal-setting attained a weighted mean score of 4.73 ($SD=0.37$), and a standard deviation of 0.37 and was verbally interpreted as very high among the respondents.

In summary, the results shows that school heads have been extremely effective in setting objectives, since beginning teacher can easily comprehend, subscribe to, and be inspired by the objectives that their leaders set for them. Clearly, communication and participation in objective setting are essential components of developing teachers' mission and orientation. This highlights that clear communication and active participation in goal-setting are essential components of shaping teachers' mission and professional orientation.

Table 2 illustrates the novice teachers' perception of the educational leadership role of school heads in terms of instructional supervision. Based on the results, novice teachers highly concur that the supervision methods of feedback, classroom observation, and guidance facilitate the improvement of their teaching approaches and adaptation.

Table 2. Level of School Heads' Educational Leadership Role in Terms of Instructional Supervision

Statements	Mean	SD	Remarks
...I receive constructive feedback from my school leader or supervisor that helps me improve my teaching strategies.	4.60	0.56	Strongly Agree
...I value classroom observations because they guide me in identifying both my strengths and areas for growth.	4.68	0.47	Strongly Agree
...I feel supported when my school leader provides specific suggestions to enhance my instructional practices.	4.73	0.57	Strongly Agree
...I believe regular supervision helps me adapt my teaching to the needs of my students.	4.79	0.41	Strongly Agree
...I find that instructional supervision encourages me to reflect on my teaching and make necessary improvements.	4.78	0.42	Strongly Agree
Weighted Mean	4.71		
SD	0.38		
Verbal Interpretation	Very High		

Results show consistently high ratings, with constructive feedback ($M = 4.60$), classroom observations ($M = 4.68$), and supportive suggestions ($M = 4.73$) all strongly agreed upon by teachers. The highest scores were recorded for regular supervision ($M = 4.79$) and encouragement of reflection ($M = 4.78$), underscoring that supervision not only guides teachers in adapting to student needs but also fosters continuous improvement.

The overall weighted mean of 4.71 ($SD=0.38$), interpreted as "Very High," confirms that instructional supervision is perceived as highly effective, consistent, and supportive. These findings imply that constructive supervision enhances teaching quality, classroom observations strengthen professional development, and reflective practices encourage innovation.

Table 3. Perceived Level of School Heads' Educational Leadership Role in Terms of Mentoring Support

Statements	Mean	SD	Remarks
...I benefit from the mentoring support provided by school leaders who share their expertise and teaching strategies.	4.76	0.43	Strongly Agree
...I feel more confident in my teaching when a mentor guides me through challenging classroom situations.	4.76	0.43	Strongly Agree
...I value the mentoring sessions that allow me to ask questions and clarify instructional concerns.	4.64	0.48	Strongly Agree
...I believe that mentoring helps me adjust smoothly to the demands of the teaching profession.	4.66	0.53	Strongly Agree
...I feel that having a mentor provides me with encouragement and professional reassurance.	4.70	0.51	Strongly Agree
Weighted Mean	4.71		
SD	0.38		
Verbal Interpretation	Very High		

Table 3 depicts the extent of mentoring support in the perceived educational leadership role of school heads. The finding reveal that the respondents strongly concur that mentoring increases their confidence, teaching competency, and adaptation to teaching profession, showing high mean scores for all items.

Results reveal consistently high ratings, with mentoring expertise ($M = 4.76$) and confidence-building ($M = 4.76$)

receiving the strongest agreement, while clarification of instructional concerns ($M = 4.64$), adjustment to teaching scored very positively.

Goal-setting received the highest weighted mean ($WM = 4.73$), reflecting leaders' ability to set clear and motivating objectives, while instructional supervision confirms that mentoring support is perceived as highly effective and empowering. These findings imply that mentoring not only strengthens teacher confidence and resilience but also ensures smoother adaptation to professional demands, while fostering motivation and reducing stress. In sum, school heads' mentoring role is a crucial driver of teacher growth and instructional quality, aligning with leadership research that highlights the importance of structured guidance, emotional support, and professional reassurance in enhancing teacher performance and student outcomes.

Table 4 presents the perceived extent of decision-making in relation to the role of educational leadership practiced by school heads. It is observed that there was strong agreement among teachers that good decisions lead to building more trust, collaboration, and motivation.

Table 4. Level of School Heads' Educational Leadership Role in Terms of Decision-Making

Statements	Mean	SD	Remarks
...I appreciate when my school leaders consult teachers before making important decisions that affect instruction.	4.70	0.49	Strongly Agree
...I feel valued when my suggestions are considered in the school's decision-making process.	4.74	0.44	Strongly Agree
...I believe that involving teachers in leadership decisions improves school collaboration and trust.	4.75	0.44	Strongly Agree
...I feel that my school leaders promote transparency by explaining the reasons behind their decisions.	4.63	0.49	Strongly Agree
...I am motivated when I see school leaders make fair and well-informed decisions.	4.74	0.44	Strongly Agree
Weighted Mean	4.71		
SD	0.39		
Verbal Interpretation	Very High		

Results show consistently high ratings, with consultation before decisions ($M = 4.70$), valuing teacher suggestions ($M = 4.74$), and fair, well-informed decisions ($M = 4.74$) all strongly agreed upon. The highest score was collaboration and trust ($M = 4.75$), indicating that involving teachers in leadership decisions significantly strengthens school relationships. Transparency ($M = 4.63$) also received strong agreement, reflecting the value teachers place on leaders explaining the rationale behind decisions.

The overall weighted mean of 4.71 ($SD=0.38$), interpreted as "Very High," confirms that decision-making practices are perceived as highly effective, inclusive, and motivating. These findings imply that participatory leadership fosters collaboration, transparency builds trust, and fairness motivates teachers, ultimately contributing to a positive school culture and shared accountability.

The table consolidates teachers' perceptions of school heads' leadership roles across four major indicators supervision, mentoring support, and decision-making all

scored very high (WM = 4.71 each), highlighting effective guidance, confidence-building, and inclusive practices. The grand mean of 4.72, with a standard deviation of 0.38, confirms that school heads are perceived as highly effective educational leaders overall.

Table 5. Composite of School Heads' Educational Leadership Role

Indicators	Weighted Mean	SD	Verbal Interpretation
goal-setting	4.73	0.37	Very High
instructional supervision	4.71	0.38	Very High
mentoring support	4.71	0.38	Very High
decision-making	4.71	0.39	Very High
Grand Mean	4.72		
SD	0.38		
Verbal Interpretation	Very High		

This means that the school heads' educational leadership role indicates that the role played by educational leaders such as the school principals in terms of educational leadership is clearly visible in all the indicators and portrays good leadership qualities that encourage new teachers.

The consistently high weighted mean scores across all indicators imply that school heads demonstrate effective leadership practices that positively influence novice teachers' professional experiences. The low standard deviation values further indicate that the responses are consistent, reflecting a shared perception among respondents.

This finding suggests that strong educational leadership contributes to a supportive and structured school environment, which is essential for the development, confidence, and retention of novice teachers.

Level of School Heads' Initiatives on the Professional Development of Novice Teachers

In this study, the extent of school heads' initiatives on the professional development of novice teachers refers to access to training and seminar, peer collaboration, opportunities for continuous learning, and skill advancement.

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

Table 6. Level of School Heads' Initiatives on the Professional Development of Novice Teachers in terms of Access to Training and Seminar

Statements	Mean	SD	Remarks
...I am given adequate opportunities to attend training and seminars that enhance my teaching skills.	4.55	0.65	Strongly Agree
...I feel supported when my school ensures that novice teachers have access to relevant professional development activities.	4.63	0.54	Strongly Agree
...I believe that training and seminars help me adjust more effectively to my role as a novice teacher.	4.74	0.44	Strongly Agree
...I find professional development activities more valuable when they are aligned with the actual challenges I face in the classroom	4.74	0.44	Strongly Agree
...I apply the knowledge and skills gained from trainings and seminars to improve my teaching practices.	4.74	0.44	Strongly Agree
Weighted Mean	4.68		
SD	0.39		
Verbal Interpretation	Very High		

Table 6 displays the level of initiative taken by the schools' heads with regard to professional development in relation to training and seminar access. The study shows that the teachers strongly agreed that they receive ample opportunities that contribute to improving their skills and teaching practice.

Results show strong agreement across all indicators, with adequate opportunities (M = 4.55) and support for novice teachers (M = 4.63) affirming that leaders ensure access to relevant training. The highest ratings were given to adjustment to role (M = 4.74), alignment with classroom challenges (M = 4.74), and application of knowledge (M = 4.74), underscoring the practical value of supervision professional development in enhancing teaching practices.

The overall weighted mean of 4.68 (SD = 0.39), interpreted as "Very High," confirms that school heads' initiatives are perceived as highly effective and empowering. These findings imply that adequate, relevant, and well-aligned training opportunities strengthen novice teachers' confidence, competence, and adaptability, while ensuring that professional development investments directly improve instructional quality and classroom outcomes.

The findings reveal that school heads play a very high and effective role in supporting novice teachers' professional development through training and seminars. This underscores that leadership-driven access to relevant professional development activities is a critical factor in empowering novice teachers and improving overall instructional outcomes.

Table 7. Extent of School Heads' Initiatives on the Professional Development of Novice Teachers in terms of Peer Collaboration

Statements	Mean	SD	Remarks
...I benefit from working with my colleagues through sharing strategies and teaching resources.	4.78	0.48	Strongly Agree
...I feel more confident when I collaborate with peers in lesson planning and classroom management.	4.78	0.48	Strongly Agree
...I believe that peer collaboration enhances teamwork and strengthens teacher support systems.	4.78	0.42	Strongly Agree
...I enjoy exchanging ideas with fellow teachers because it helps me improve my classroom performance.	4.73	0.50	Strongly Agree
...I value opportunities for peer collaboration as it reduces the feeling of isolation as a novice teacher.	4.74	0.50	Strongly Agree
Weighted Mean	4.76		
SD	0.42		
Verbal Interpretation	Very High		

Table 7 presents the degree of involvement from school heads with regard to peer collaboration. Findings show that teachers highly agree that peer collaboration helps enhance confidence, collaboration, and effective teaching.

Results show very high agreement across all indicators, with sharing strategies and resources (M = 4.78), confidence in lesson planning (M = 4.78), and teamwork enhancement (M = 4.78) receiving the strongest ratings. Exchanging ideas (M = 4.73) and reducing isolation (M = 4.74) also scored highly, underscoring the value of collaboration in improving classroom performance and fostering belonging.

The overall weighted mean of 4.76, interpreted as “Very High,” confirms that peer collaboration initiatives are perceived as highly effective in supporting teacher growth. These findings imply that collaboration strengthens confidence, enhances instructional quality, and builds supportive networks, while reducing isolation among novice teachers—ultimately contributing to a more inclusive and empowering school culture.

Table 8. Level of School Heads’ Initiatives on the Professional Development of Novice Teachers in Terms of Opportunities for Continuous Learning

Statements	Mean	SD	Remarks
...I am motivated to grow professionally when I have access to continuous learning opportunities.	4.89	0.32	Strongly Agree
...I believe that professional learning activities help me stay updated with current teaching practices.	4.84	0.37	Strongly Agree
...I feel supported when my school encourages me to pursue further studies or additional certifications.	4.76	0.43	Strongly Agree
...I value ongoing learning because it equips me to handle diverse student needs effectively.	4.76	0.42	Strongly Agree
...I find that continuous learning opportunities increase my confidence and long-term career prospects.	4.81	0.39	Strongly Agree
Weighted Mean	4.82		
SD	0.31		
Verbal Interpretation	Very High		

Table 8 shows the degree of availability of continuous learning opportunities facilitated by school heads, emphasizing how ongoing professional development, encouragement for further studies, and responsiveness to diverse student needs contribute to novice teachers’ growth and confidence.

Results show very high agreement across all indicators, with motivation to grow ($M = 4.89$) and staying updated with teaching practices ($M = 4.84$) receiving the strongest ratings, while support for further studies ($M = 4.76$), handling diverse needs ($M = 4.76$), and confidence in career prospects ($M = 4.81$) also scored highly.

The overall weighted mean of 4.82, interpreted as “Very High,” confirms that continuous learning initiatives are perceived as highly effective in sustaining professional growth and career development. These findings imply that continuous learning motivates teachers, ensures instructional relevance, enhances qualifications, and builds confidence, ultimately equipping them to meet diverse classroom challenges and strengthen long-term career prospects.

Table 9 depicts the degree of initiative concerning skill advancement. As revealed, teachers highly concur that skill development initiatives contribute positively to improving their efficacy and flexibility.

Results show very high agreement across all indicators, with advancement of teaching skills ($M = 4.76$) and effectiveness in handling classroom challenges ($M = 4.81$) strongly affirmed. Encouragement through training that targets both instructional and management skills ($M = 4.83$) and immediate application of new knowledge ($M = 4.85$) received the highest ratings, underscoring the practical value of skill-focused initiatives. Adaptability to evolving educational

demands ($M = 4.80$) also scored highly, reflecting the importance of continuous skill development.

Table 9. Level of School Heads’ Initiatives on the Professional Development of Novice Teachers in terms of Skill Advancement

Statements	Mean	SD	Remarks
...I feel that professional development activities contribute to the advancement of my teaching skills.	4.76	0.43	Strongly Agree
...I believe skill advancement programs help me become more effective in handling classroom challenges.	4.81	0.39	Strongly Agree
...I feel encouraged when training activities focus on improving both my instructional and management skills.	4.83	0.38	Strongly Agree
...I value skill advancement programs that allow me to apply new knowledge immediately in my classroom.	4.85	0.36	Strongly Agree
...I find that developing new skills makes me more adaptable to changing educational demands.	4.80	0.40	Strongly Agree
Weighted Mean	4.81		
SD	0.32		
Verbal Interpretation	Very High		

The overall weighted mean of 4.81, interpreted as “Very High,” confirms that skill advancement initiatives are perceived as highly effective and empowering. These findings imply that professional development activities strengthen teaching competence, foster adaptability, and ensure practical impact, while holistic training builds both instructional and management capacities essential for novice teachers’ growth.

Table 10. Composite of School Heads’ Initiatives on the Professional Development of Novice Teachers

Indicators	Weighted Mean	SD	Verbal Interpretation
access to training and seminar	4.68	0.39	Very High
peer collaboration	4.76	0.42	Very High
opportunities for continuous learning	4.82	0.31	Very High
skill advancement	4.81	0.32	Very High
Grand Mean	4.77		
SD	0.36		
Verbal Interpretation	Very High		

The results indicate that school heads consistently provide strong professional development initiatives, which greatly support novice teachers’ continuous learning, collaboration, and skill enhancement, ultimately contributing to their overall professional growth. Results show consistently high ratings, with training and seminar access ($WM = 4.68$), peer collaboration ($WM = 4.76$), continuous learning ($WM = 4.82$), and skill advancement ($WM = 4.81$) all interpreted as “Very High.”

The grand mean of 4.77, with a standard deviation of 0.36, confirms that these initiatives are perceived as highly effective and empowering overall. The findings in Table 13 reveal that school heads demonstrate a very high level of initiative in supporting the professional development of novice teachers. All indicators, including access to training and seminars ($WM = 4.68$), peer collaboration ($WM = 4.76$), opportunities for continuous learning ($WM = 4.82$), and skill advancement ($WM = 4.81$), received “Very High” verbal interpretations.

The grand mean of 4.77 further indicates that novice teachers strongly perceive school heads as highly supportive in fostering their professional growth and development.

Level of Careers of Novice Teachers

In this study, the level of careers of novice teachers refers to job satisfaction, commitment to the profession, teaching competence, teaching self-efficacy, and classroom management skills. The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 11 presents the level of careers of novice teachers in terms of job satisfaction. The results indicate that respondents strongly agree that they experience satisfaction in their teaching roles, particularly in terms of professional growth, recognition, and fulfillment.

Table 11. Level of Careers of Novice Teachers in Terms of Job Satisfaction

Statements	Mean	SD	Remarks
...I feel satisfied with my current teaching job because it allows me to grow professionally.	4.70	0.58	Strongly Agree
...I enjoy my teaching role despite the challenges I face as a novice teacher.	4.60	0.49	Strongly Agree
...I feel happy when my work is recognized and appreciated by school leaders and peers.	4.66	0.48	Strongly Agree
...I believe that job satisfaction motivates me to stay longer in the teaching profession.	4.68	0.52	Strongly Agree
...I feel more committed to my teaching career when I experience fulfillment in my work.	4.70	0.49	Strongly Agree
Weighted Mean	4.67		
SD	0.39		
Verbal Interpretation	Very High		

Results show very high agreement across all indicators, with satisfaction from professional growth ($M = 4.70$), enjoyment despite challenges ($M = 4.60$), recognition and appreciation ($M = 4.66$), motivation to stay longer in the profession ($M = 4.68$), and commitment through fulfillment ($M = 4.70$) all rated profession ($M = 4.68$), and commitment through fulfillment ($M = 4.70$) all rated strongly.

The overall weighted mean of 4.67, interpreted as “Very High,” confirms that novice teachers experience high levels of job satisfaction. These findings imply that opportunities for growth, recognition, and fulfillment foster resilience, strengthen morale, and sustain long-term commitment to teaching, ultimately enhancing teacher retention and professional stability.

In summary, novice teachers demonstrate high job satisfaction, suggesting that supportive school environments and professional growth opportunities contribute to their motivation and retention in the teaching profession.

Table 12 shows the level of careers of novice teachers in terms of commitment to the profession. The results reveal that respondents strongly agree on their dedication, perseverance, and long-term goals in teaching.

Results show very high agreement across all indicators, with determination to stay ($M = 4.75$), purpose and fulfillment ($M = 4.74$), long-term growth ($M = 4.74$), contribution to student success ($M = 4.74$), and dedication through effort ($M = 4.74$) all rated strongly.

The overall weighted mean of 4.74, interpreted as “Very High,” confirms that novice teachers demonstrate resilience, purpose, and dedication in their careers. These findings imply that strong professional commitment ensures teacher retention and workforce stability, while fulfillment and purpose drive long-term dedication. Moreover, commitment to student success reinforces teachers’ moral responsibility, and their willingness to invest effort reflects adaptability and growth within the profession.

Table 12. Level of Careers of Novice Teachers in terms of Commitment to the Profession

Statements	Mean	SD	Remarks
...I am determined to stay in the teaching profession despite the challenges I encounter.	4.75	0.44	Strongly Agree
...I feel committed to my career because teaching provides me with purpose and fulfillment.	4.74	0.44	Strongly Agree
...I believe that my long-term goal is to grow and excel within the teaching profession.	4.74	0.44	Strongly Agree
...I feel strongly about contributing to the success of students as part of my commitment.	4.74	0.44	Strongly Agree
...I am willing to invest time and effort to remain dedicated to the teaching profession.	4.74	0.44	Strongly Agree
Weighted Mean	4.74		
SD	0.36		
Verbal Interpretation	Very High		

Table 16 presents the level of teaching competence among novice teachers. Results indicate very high agreement across all indicators, with lesson preparation and delivery ($M = 4.73$), improvement of skills through training and experience ($M = 4.69$), confidence in addressing diverse needs ($M = 4.70$), competence in applying strategies ($M = 4.65$), and the role of continuous feedback ($M = 4.74$) all strongly affirmed.

The overall weighted mean of 4.70, interpreted as “Very High,” demonstrates that novice teachers perceive themselves as becoming increasingly competent in their roles. These findings suggest that effective preparation, ongoing training, adaptability to diverse learners, varied instructional approaches, and consistent feedback are crucial drivers of teaching competence, enabling novice teachers to deliver quality instruction and sustain professional growth.

Table 13. Level of Careers of Novice Teachers in Terms of Teaching Competence

Statements	Mean	SD	Remarks
...I feel capable of preparing and delivering lessons effectively to my students.	4.73	0.45	Strongly Agree
...I believe my teaching skills are improving as I gain more experience and training.	4.69	0.47	Strongly Agree
...I feel confident in handling different learning needs in my classroom.	4.70	0.46	Strongly Agree
...I believe that I am becoming more competent in applying various teaching strategies.	4.65	0.48	Strongly Agree
...I find that continuous feedback helps me strengthen my teaching competence.	4.74	0.44	Strongly Agree
Weighted Mean	4.70		
SD	0.39		
Verbal Interpretation	Very High		

Table 13 shows the level of teaching self-efficacy among novice teachers. The results indicate strong confidence in

lesson planning, student engagement, and instructional decision-making.

Results show very high agreement across all indicators, with lesson planning and delivery ($M = 4.81$), supporting students with difficulties ($M = 4.69$), use of varied instructional strategies ($M = 4.70$), motivating student participation ($M = 4.76$), and belief in their impact on achievement ($M = 4.73$) all strongly affirmed.

Table 14. Level of Careers of Novice Teachers in terms of Teaching Self-Efficacy

Statements	Mean	SD	Remarks
I am confident in my ability to plan and deliver effective lessons aligned with learning objectives.	4.81	0.39	Strongly Agree
I believe I can help students succeed even when they experience learning difficulties	4.69	0.47	Strongly Agree
I feel capable of using varied instructional strategies to address diverse learner needs.	4.70	0.46	Strongly Agree
I am confident in motivating students to actively participate in classroom activities	4.76	0.43	Strongly Agree
I believe that my teaching decisions positively affect student achievement.	4.73	0.45	Strongly Agree
Weighted Mean	4.74		
SD	0.36		
Verbal Interpretation	Very High		

The overall weighted mean of 4.74, interpreted as “Very High,” confirms that novice teachers perceive themselves as possessing high self-efficacy. These findings imply that strong confidence in planning, adaptability in strategies, motivation of learners, and recognition of their influence on achievement are essential drivers of effective teaching, resilience, and sustained professional growth.

Table 15 presents the level of classroom management skills of novice teachers. The findings indicate strong agreement in managing classroom behavior, maintaining structure, and creating a supportive learning environment. Results show very high agreement across all indicators, with establishing rules and routines ($M = 4.78$), managing student behavior ($M = 4.68$), and creating a supportive environment through mentoring and training ($M = 4.73$).

Table 15. Level of Careers of Novice Teachers in terms of Classroom Management Skills

Statements	Mean	SD	Remarks
...I am confident in establishing and maintaining classroom rules and routines.	4.78	0.42	Strongly Agree
...I can manage student behavior in a firm, fair, and respectful manner.	4.68	0.47	Strongly Agree
...I am able to create a safe, orderly, and supportive learning environment.	4.66	0.48	Strongly Agree
...I can address classroom disruptions effectively without interrupting the learning process	4.68	0.52	Strongly Agree
...I believe that my classroom management skills improve through mentoring, supervision, and training	4.73	0.45	Strongly Agree
Weighted Mean	4.70		
SD	0.41		
Verbal Interpretation	Very High		

The overall weighted mean of 4.70, interpreted as “Very High,” confirms that novice teachers perceive themselves as possessing strong classroom management skills. These

findings imply that effective rule-setting, respectful behavior management, and continuous professional support foster positive learning environments, ensure discipline, and strengthen novice teachers’ ability to maintain classroom harmony and productivity.

Table 16. Composite of Careers of Novice Teachers

Indicators	Weighted Mean	SD	Verbal Interpretation
job satisfaction	4.67	0.39	Very High
commitment to the profession	4.74	0.36	Very High
teaching competence	4.70	0.39	Very High
teaching self-efficacy	4.74	0.36	
classroom management skills	4.70	0.41	Very High
Grand Mean	4.71		
SD	0.38		
Verbal Interpretation	Very High		

The table consolidates novice teachers’ perceptions across five career-related indicators: job satisfaction, commitment to the profession, teaching competence, teaching self-efficacy, and classroom management skills—providing a comprehensive view of their professional development and career outlook. Results show consistently very high ratings, with job satisfaction ($WM = 4.67$), commitment to the profession ($WM = 4.74$), teaching competence ($WM = 4.70$), teaching self-efficacy ($WM = 4.74$), and classroom management skills ($WM = 4.70$) all strongly affirmed.

The overall grand mean of 4.71, interpreted as “Very High,” confirms that novice teachers perceive themselves as highly satisfied, dedicated, competent, and confident in their roles. These findings suggest that novice teachers demonstrate resilience, professional stability, and instructional readiness in their early years of teaching. Their high level of self-efficacy and classroom management skills further indicates that they are capable of handling classroom demands effectively and maintaining productive learning environments.

Test of Association Between the School Head's Educational Leadership Role and Careers of Novice Teachers

To test the significant relationship between the school head's educational leadership role and careers of novice teachers in terms of job satisfaction, commitment to the profession, teaching competence, teaching self-efficacy, and classroom management skills, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient

The results reveal a statistically significant positive relationship between school heads’ educational leadership role and careers of novice teachers across all indicators. All computed p-values are less than 0.01 ($p = .000$ to $.005$), indicating that the relationships are highly significant.

Specifically, goal-setting shows moderate positive correlations with all aspects of novice teachers’ careers, including job satisfaction ($r = .516$), commitment ($r = .532$), teaching competence ($r = .581$), teaching self-efficacy ($r = .578$), and classroom management skills ($r = .517$). This suggests that when school heads clearly define goals and expectations, novice teachers are more likely to develop stronger professional skills and confidence.

Table 17. Significant Relationship Between the School Head's Educational Leadership Role and Careers of Novice Teachers

school educational leadership role	head's job satisfaction	commitment to profession	the teaching competence	teaching self-efficacy	classroom management skills
goal-setting	Pearson Correlation .516**	.532**	.581**	.578**	.517**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
instructional supervision	Pearson Correlation .530**	.502**	.543**	.522**	.579**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
mentoring support	Pearson Correlation .449**	.333**	.473**	.464**	.416**
	Sig. (2-tailed)	.003	.000	.000	.000
	N	80	80	80	80
decision-making	Pearson Correlation .435**	.314**	.378**	.451**	.375**
	Sig. (2-tailed)	.005	.001	.000	.001
	N	80	80	80	80

Similarly, instructional supervision demonstrates consistent moderate positive relationships, with the highest correlation observed in classroom management skills ($r = .579$). This indicates that active supervision and guidance from school heads play a crucial role in enhancing teachers' instructional practices and classroom effectiveness.

Mentoring support also shows significant relationships, although slightly lower in magnitude, ranging from weak to moderate correlations ($r = .333$ to $.473$). This implies that while mentoring contributes positively to teachers' growth, its impact may depend on the consistency and quality of support provided.

In the same way, decision-making exhibits weak to moderate positive correlations ($r = .314$ to $.451$), suggesting that involving teachers in decision-making processes contributes to their professional development, though to a lesser extent compared to goal-setting and supervision.

Overall, the findings indicate that all dimensions of educational leadership are significantly associated with the careers of novice teachers, with goal-setting and instructional supervision emerging as the strongest predictors of professional growth, while mentoring support and decision-making serve as complementary factors. These results imply that effective and structured leadership practices enhance novice teachers' job satisfaction, commitment, teaching competence, self-efficacy, and classroom management skills. The consistent positive relationships highlight the importance of strong leadership in fostering a supportive and growth-oriented school environment.

Test of Association Between the Initiative of School Leaders on the Professional Development and Careers of Novice Teachers

To test the significant relationship between the initiative of school leaders on the professional development and careers of novice teachers in terms of job satisfaction, commitment to the

profession, teaching competence, teaching self-efficacy, and classroom management skills they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

A significant positive correlation was observed between initiative of school leaders on the professional development and careers of novice teachers, indicating that teachers who listen more tended to achieve higher career ($r(80) p < .001$). This suggests that increased initiative of school leaders in professional development is associated with better careers of novice teachers.

Table 18. Significant Relationship Between the Initiative of School Leaders on the Professional Development and Careers of Novice Teachers

initiative of school leaders on the professional development	the job satisfaction	commitment to profession	the teaching competence	teaching self-efficacy	classroom management skills
goal-setting	Pearson Correlation .483**	.532**	.678**	.543**	.623**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
instructional supervision	Pearson Correlation .544**	.633**	.651**	.680**	.535**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
mentoring support	Pearson Correlation .264**	.493**	.577**	.560**	.584**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	80	80	80	80
decision-making	Pearson Correlation .318**	.317**	.458**	.498**	.334**
	Sig. (2-tailed)	.004	.000	.000	.002
	N	80	80	80	80

The results in table 18 confirm that school leaders' initiatives in professional development are significantly and positively correlated with novice teachers' career outcomes, ranging from moderate to strong associations. Instructional supervision and goal-setting stand out as the most impactful drivers of competence, self-efficacy, and classroom management, while mentoring and decision-making provide complementary support. Collectively, these findings underscore the pivotal role of leadership initiatives in shaping novice teachers' satisfaction, confidence, and long-term professional growth.

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IV. CONCLUSION AND RECOMMENDATIONS

The study revealed a significant relationship between educational leadership and the careers of novice teachers. As a result, the researcher rejected the first null hypothesis. This meant that educational leadership practices such as goal-setting, instructional supervision, mentoring support, and decision-making played a vital role in enhancing novice teachers' job satisfaction, commitment to the profession, teaching competence, teaching self-efficacy, and classroom management skills. Effective school leadership created a supportive and collaborative environment that strengthened teachers' confidence, motivation, and professional growth.

Additionally, the study found a significant relationship between professional development and the careers of novice teachers. Therefore, the second null hypothesis was also rejected. This implied that professional development initiatives such as access to training and seminars, peer collaboration, opportunities for continuous learning, and skill advancement contributed significantly to the professional growth and career sustainability of novice teachers. Continuous learning opportunities and collaborative professional support enabled novice teachers to improve their instructional practices, adapt to educational challenges, and remain committed to the teaching profession.

Based on the findings and conclusions, the following recommendations were proposed.

School leaders and administrators may strengthen their leadership practices by adopting a more participatory and inclusive approach to goal-setting, ensuring that novice teachers are actively involved in planning and decision-making processes.

Future researchers may explore additional variables that could influence the careers of novice teachers, such as organizational culture, teacher well-being, and leadership styles. They may also employ other research designs,

including qualitative and mixed-method approaches, to gain deeper insights into teachers' experiences. Replicating this study in different contexts or with larger samples may further strengthen the generalizability and applicability of the findings.

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