Impact of Professional Development on Educational Leadership and Management Practices

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Abstract

This study investigated the impact of professional development on educational leadership and management practices. Specifically, it assessed the extent of administrators' engagement in professional development activities related to leadership and management skills and explored whether differences exist in the perceived impact of these activities based on demographic and professional profiles. Data were gathered using a structured survey and analyzed through appropriate statistical methods. Findings revealed that administrators demonstrated high levels of participation in professional development across leadership and management domains. However, inconsistencies were observed in specific areas, indicating the need for more targeted and context-based development programs. Results further showed no significant correlation between professional development practices and the perceived impact on leadership and management effectiveness, highlighting potential misalignments between program content and actual leadership challenges. The study concluded that professional development is widely valued but requires recalibration to achieve stronger alignment with administrators' needs. Recommendations emphasize the development of tailored training modules focusing on communication, collaboration, decision-making, and school culture to enhance leadership and management practices.

Keywords: Professional Development; Educational Leadership; Management Practices; Leadership Training; School Administration

Introduction

The field of education is continuously evolving, and effective leadership and management have become central to ensuring the success of schools and learning institutions. Professional development plays a pivotal role in equipping educational leaders with the knowledge, competencies, and strategies needed to respond to emerging challenges in education (Filipe, Silva, Stulting, & Golnik, 2014). It encompasses training, workshops, mentoring, and collaborative practices that enhance administrators' capacity to improve organizational effectiveness and student outcomes. Globally, research emphasizes that professional development nurtures collaboration, promotes

innovation, and enhances leaders' ability to create positive school cultures (Steyn, 2017; Goleman, 2017; Harris, 2018). In accountability-driven education systems, professional development of school administrators has been linked to improved instructional leadership, decision-making, and overall institutional performance (Dulude & Milley, 2021; Evans, 2016). In the Philippine context, professional development frameworks such as the Philippine Professional Standards for School Heads (PPSSH) outline domains of leadership and management that guide the capacity-building of school administrators (Villar et al., 2020). These domains include strategic leadership, resource management, instructional focus, personal growth, and building connections with stakeholders. Despite existing policies and programs, gaps remain in ensuring alignment between professional development content and the real-world needs of school administrators.

Theoretically, this study is grounded on **Transformational Leadership Theory** (Burns, 1978; Bass, 1985; Avolio et al., 2014), which emphasizes inspiring and motivating followers toward collective goals, and **Adult Learning Theory** (Knowles et al., 2014), which stresses that professional development must be relevant, experiential, and immediately applicable. These perspectives highlight the need for leadership-focused professional development that is responsive to contextual demands.

Aim of the Study

The study aimed to determine the impact of professional development on educational leadership and management practices. It further sought to examine the extent of administrators' engagement in professional development activities, its perceived effects on leadership and management functions, and the relationship between professional development and administrators' demographic or professional profiles.

Research Questions

This study was guided by the following research questions:

1. What is the profile of the respondents in terms of:
    a. age,
    b. sex,
    c. civil status,
    d. designation,
    e. years in service,
    f. highest educational attainment, and
    g. performance evaluation results?
2. To what extent do administrators engage in professional development in terms of:
    a. leadership skills, and
    b. management skills?
3. What is the impact level of professional development on educational leadership and management practices in terms of:
    a. instructional leadership,
    b. communication and collaboration,
    c. data-driven decision-making,
    d. designing professional development opportunities, and
    e. establishing positive school culture and climate?
4. Is there a significant difference between administrators' and teachers' assessments of professional development practices?
5. Do significant differences exist in the extent of professional development or its impact on leadership and management practices when respondents are grouped by their profile?

6. Is there a significant relationship between professional development practices and their assessed impact on leadership and management practices?

Rationale and Research Gap

Although professional development is widely acknowledged as a critical component of educational leadership, studies highlight persistent challenges in ensuring its effectiveness. Many programs remain generic, overlooking contextual realities that shape administrators' leadership and management practices. In rural and resource-limited settings, in particular, there is limited empirical evidence on how professional development initiatives translate into actual improvements in leadership and management outcomes. Furthermore, international research has largely focused on teacher development, with fewer studies investigating the leadership dimension. This gap underscores the importance of examining how professional development specifically influences educational administrators, providing insights that are not only locally relevant but also transferable to global education systems.

Hypotheses

At the 0.05 level of significance, the following null hypotheses were tested:

- H_{01}: There is no significant difference in the extent of professional development practices when administrators are grouped according to their profile variables.
- H_{02}: There is no significant difference in the impact level of professional development on educational leadership and management practices when administrators are grouped according to their profile variables.
- H_{03}: There is no significant correlation between administrators' professional development practices and the assessed impact on their leadership and management practices.
- H_{04}: There is no significant difference between administrators' and teachers' assessments of the impact level of professional development on educational leadership and management practices.

Review of Related Literature

Professional development has long been recognized as an essential driver of educational improvement, equipping administrators and teachers with the skills to adapt to evolving challenges. Globally, research underscores that effective professional development strengthens instructional leadership, promotes collaboration, and enhances decision-making processes in schools (Filipe, Silva, Stulting, & Golnik, 2014; Steyn, 2017). Leaders who continuously engage in professional learning are better able to inspire and motivate their teams, resolve conflicts, and build positive school cultures that advance student learning outcomes (Goleman, 2017; Harris, 2018). These findings emphasize that professional development is not only a tool for capacity-building but also a strategic mechanism for institutional transformation.

In the Philippine context, the Department of Education institutionalized the Philippine Professional Standards for School Heads (PPSSH) to guide leadership practices across five domains: leading strategically, managing resources, focusing on teaching and learning, developing self and others, and building connections (Villar et al., 2020). Studies highlight that while administrators often excel in strategic leadership and stakeholder engagement, gaps persist in operational management and instructional focus (Zepeda, 2022; Barola & Digo, 2022). These challenges illustrate that professional development programs may not always align with the practical realities of administrators, limiting their effectiveness in strengthening organizational performance and instructional quality.

Despite growing attention, a persistent research gap concerns the extent to which professional development initiatives directly influence administrators' leadership and management practices. While teacher efficacy and student outcomes are frequently studied, fewer investigations have addressed how professional development impacts decision-making, instructional leadership, and school culture among administrators (Fullan, 2015; Dulude & Milley, 2021). Existing evidence suggests that professional development is valued and widely implemented, yet its effectiveness remains uneven due to misalignment with contextual needs.

This review provides the theoretical and empirical foundation for examining the impact of professional development on educational leadership and management practices. It highlights both the opportunities and limitations of current approaches and underscores the necessity of contextually relevant professional development initiatives that address the unique challenges faced by educational administrators.

Theoretical Framework

This study is anchored on Adult Learning Theory (Knowles, 1980), which posits that adult learners, such as school leaders and teachers, engage in professional development most effectively when learning is self-directed, experiential, and problem-centered. Professional development programs align with this theory as they allow educational leaders to build competencies through continuous learning and reflective practice. In addition, Transformational Leadership Theory (Bass, 1990) underpins the study, emphasizing how leadership behaviors—such as inspiring a shared vision, fostering collaboration, and encouraging professional growth—shape effective management practices in schools.
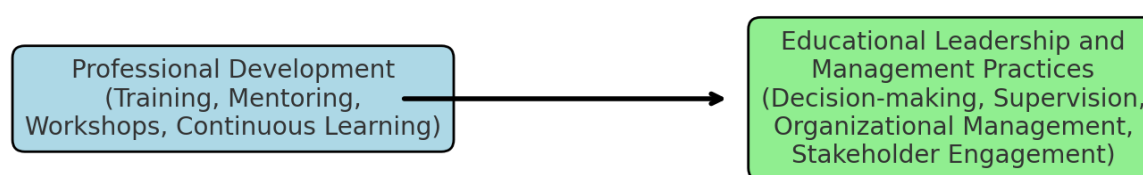
Conceptual Framework

Figure 1. Schematic Diagram of Conceptual Framework

Figure 1 shows that **Professional Development** (training, mentoring, workshops, continuous learning) is the **independent variable (IV)**, while **Educational Leadership and Management Practices** (decision-making, supervision, organizational management, stakeholder engagement) is the **dependent variable (DV)**. This framework illustrates how professional development initiatives influence and enhance leadership and management practices in education.

Methodology

This study employed a quantitative–descriptive correlational research design to determine the impact of professional development on educational leadership and management practices. The respondents were school administrators and teachers from the Claver District, Surigao del Norte, Philippines, during the school year 2023–2024. Data were collected using validated researcher-made questionnaires that measured professional development engagement in terms of leadership and management skills, and its perceived impact on instructional leadership, communication and collaboration, decision-making, professional development design, and school culture. Stratified sampling ensured fair representation across schools, while statistical tools such as frequency,

percentage, mean, t-test, ANOVA, and Pearson correlation were used to analyze the data at a 0.05 level of significance. Ethical protocols, including permissions from the Department of Education, informed consent, and confidentiality safeguards, were strictly observed throughout the study.

Table 1. Profile of the Respondents

Category	Subcategory	Frequency	Percentage (%)
Age	21–30 years old	15	21.43
	31–40 years old	25	35.71
	41–50 years old	20	28.57
	51 years old and above	10	14.29
Sex	Male	18	25.71
	Female	52	74.29
Civil Status	Single	20	28.57
	Married	40	57.14
	Widowed/Separated	10	14.29
Designation	Principal	25	35.71
	Head Teacher	25	35.71
	Teacher-in-Charge	20	28.58
Years in Service	1–10 years	15	21.43
	11–20 years	25	35.71
	21 years and above	30	42.86
Educational Attainment	Bachelor's Degree	12	17.14
	Master's Degree	40	57.14
	Doctorate Degree	18	25.72
Performance Evaluation Results	Very Satisfactory	50	71.43
	Outstanding	20	28.57

The results in table 1 indicate that the majority of administrators were between 31–40 years old, predominantly female, and married. A significant proportion served as principals or head teachers, with more than half having 21 years or more in the profession. Most held a master's degree, reflecting advanced academic preparation, while a notable number pursued doctoral studies. Performance evaluation results revealed that the majority were rated "Very Satisfactory," with nearly one-third rated "Outstanding." These findings suggest that the respondents were generally mature, experienced, and academically qualified administrators. The dominance of female leaders mirrors broader trends in Philippine basic education leadership, where women often assume school management roles. The high concentration of graduate degree holders aligns with professional development requirements mandated by the Department of Education (DepEd Order No. 24, s. 2020), underscoring administrators' commitment to lifelong learning.

Table 2. Extent of Administrators' Engagement in Professional Development as Assessed by Themselves in Terms of Leadership Skills

Indicator	Mean	Descriptive Rating
Demonstrating instructional leadership	4.25	Very High
Guiding teachers in curriculum implementation	4.18	High
Leading school improvement initiatives	4.30	Very High
Inspiring collaboration among stakeholders	4.28	Very High
Modeling ethical and professional behavior	4.35	Very High
Overall Mean	**4.27**	**Very High**

The data in table 2 reveal that administrators rated their engagement in leadership-related professional development at a **very high level** (overall mean = 4.27). The highest-rated indicator was modeling ethical and professional behavior (M = 4.35), followed closely by leading school improvement initiatives (M = 4.30). These results affirm the centrality of ethics, professionalism, and school improvement in administrators' leadership functions. The lowest indicator, though still rated high, was guiding teachers in curriculum implementation (M = 4.18). This suggests a relative gap in curriculum-focused leadership, consistent with earlier studies that found instructional supervision to be a challenging domain for school administrators due to competing managerial duties (Zepeda, 2022; Villar et al., 2020). These results align with transformational leadership principles, which emphasize vision-setting, role modeling, and motivating followers (Bass, 1985; Avolio et al., 2014). They also support Knowles' Adult Learning Theory, as administrators actively apply professional learning to authentic leadership contexts (Knowles et al., 2014).

Table 3. Extent of Administrators' Engagement in Professional Development as Assessed by Themselves in Terms of Management Skills

Indicator	Mean	Descriptive Rating
Managing school resources effectively	4.15	High
Implementing school policies and guidelines	4.20	High
Overseeing administrative operations	4.18	High
Supervising personnel and staff development	4.22	High
Monitoring school performance and compliance	4.19	High
Overall Mean	**4.19**	**High**

The results in table 3 indicate that administrators assessed their professional development in terms of management skills at a **high level** (overall mean = 4.19). The highest-rated indicator was supervising personnel and staff development (M = 4.22), reflecting the importance of human resource management in sustaining school operations. This finding suggests that administrators perceive their professional learning as most applicable to managing teachers and staff effectively. The lowest-rated dimension was managing school resources (M = 4.15), though still rated high. This reflects ongoing challenges in resource allocation and financial management, particularly in schools with limited budgets or high dependency on local government and external partners. Similar results have been reported in previous studies, which emphasized resource management as a persistent gap in leadership training programs (Barola & Digo, 2022; Zepeda, 2022). Overall, compared to leadership skills (Table 2), management skills received slightly lower ratings, underscoring the tendency of administrators to prioritize visionary and instructional aspects of leadership over technical and operational management. This suggests a need for professional development programs to strike a stronger balance between leadership and management dimensions.

Table 4. Impact of Professional Development on Educational Leadership and Management Practices as Assessed by Teachers in Terms of Demonstrating Effective Instructional Leadership

Indicator	Mean	Descriptive Rating
Setting clear instructional goals	4.12	High
Monitoring teaching and learning	4.08	High
Providing feedback to teachers	4.05	High
Encouraging innovative instructional practices	4.10	High
Supporting curriculum implementation	4.09	High
Overall Mean	**4.09**	**High**

The results in table 4 show that teachers perceived the **impact of administrators' professional development on instructional leadership to be high** (overall mean = 4.09). Among the indicators, the highest rating was given to setting clear instructional goals (M = 4.12), which highlights the administrators' role in establishing direction and expectations for teaching and learning. The lowest indicator, though still rated high, was providing feedback to teachers (M = 4.05). This finding suggests that while administrators value feedback, its consistent application in classroom supervision may still need strengthening. Similar observations were reported by Villar et al. (2020), where feedback mechanisms were identified as an underdeveloped area in instructional leadership. These findings emphasize that professional development contributes positively to instructional leadership, though areas such as teacher feedback and close monitoring require greater focus. This aligns with research suggesting that effective instructional leadership, reinforced by continuous professional development, directly influences teacher performance and student learning outcomes (Evans, 2016; Fullan, 2015).

Table 5. Impact of Professional Development on Educational Leadership and Management Practices as Assessed by Teachers in Terms of Demonstrating Effective Communication and Collaboration

Indicator	Mean	Descriptive Rating
Promoting open communication with teachers	4.18	High
Encouraging teamwork and collaboration	4.20	High
Building partnerships with stakeholders	4.15	High
Resolving conflicts constructively	4.12	High
Providing timely and accurate information	4.14	High
Overall Mean	**4.16**	**High**

Table 5 reveals that teachers perceived the **impact of professional development on administrators' communication and collaboration skills as high** (overall mean = 4.16). The highest-rated indicator was encouraging teamwork and collaboration (M = 4.20), underscoring the importance of collective effort in achieving school goals. The lowest-rated item was resolving conflicts constructively (M = 4.12). While still rated high, this indicates that administrators may require additional training in conflict management strategies to handle disputes effectively. Previous studies affirm that conflict resolution remains one of the more challenging aspects of school leadership, often requiring both emotional intelligence and practical negotiation skills (Goleman, 2017; Harris, 2018). Overall, the results suggest that professional development strengthens administrators' ability to foster communication and collaboration. These skills are essential for building trust, ensuring transparency, and engaging stakeholders in meaningful participation—elements that contribute to a positive and supportive school culture (Zepeda, 2022; Leithwood & Jantzi, 2021).

Table 6. Impact of Professional Development on Educational Leadership and Management Practices as Assessed by Teachers in Terms of Making Informed Decisions

Indicator	Mean	Descriptive Rating
Using data to guide school decisions	4.08	High
Consulting stakeholders before major decisions	4.10	High
Ensuring transparency in decision-making	4.12	High
Applying policies consistently	4.09	High
Evaluating outcomes of decisions	4.07	High
Overall Mean	**4.09**	**High**

Teachers in table 6 rated the **impact of professional development on administrators' decision-making skills as high** (overall mean = 4.09). The highest-rated indicator was ensuring transparency in decision-making (M = 4.12), suggesting that administrators valued openness and accountability in their professional roles. The lowest-rated item was evaluating outcomes of decisions (M = 4.07). This implies that while administrators actively make informed decisions, systematic follow-up and assessment of results may not be consistently emphasized. Similar patterns were observed in studies where leaders were found to excel in policy application but showed weaker practices in post-decision evaluations (Fullan, 2015; Dulude & Milley, 2021). These results highlight the significance of professional development programs that emphasize data-driven leadership and reflective practices. Strengthening evaluation and feedback mechanisms can enhance administrators' ability to refine strategies, align decisions with school goals, and improve institutional performance.

Table 7. Impact of Professional Development on Educational Leadership and Management Practices as Assessed by Teachers in Terms of Designing Professional Development Opportunities

Indicator	Mean	Descriptive Rating
Identifying teachers' training needs	4.14	High
Organizing relevant professional development activities	4.12	High
Supporting teacher participation in trainings	4.16	High
Aligning PD activities with school goals	4.11	High
Evaluating effectiveness of PD programs	4.09	High
Overall Mean	**4.12**	**High**

The results in table 7 show that teachers perceived the **impact of professional development on administrators' ability to design professional development opportunities as high** (overall mean = 4.12). The highest indicator was supporting teacher participation in trainings (M = 4.16), reflecting administrators' commitment to enabling teachers to grow professionally. The lowest, though still rated high, was evaluating the effectiveness of PD programs (M = 4.09). This suggests that while school leaders are active in planning and implementing PD activities, systematic evaluation and feedback mechanisms are less emphasized. This observation aligns with existing studies noting that evaluation of PD programs is often overlooked, reducing opportunities for continuous improvement (Baum & Krulwich, 2017; Villar et al., 2020). Overall, the findings indicate that administrators' professional development positively influences their ability to extend similar opportunities to teachers. However, further capacity-building is needed to strengthen the evaluation component, ensuring that PD programs are not only implemented but also assessed for their long-term impact on teaching and learning outcomes.

Table 8. Impact of Professional Development on Educational Leadership and Management Practices as Assessed by Teachers in Terms of Establishing Positive School Culture and Climate

Indicator	Mean	Descriptive Rating
Promoting inclusivity and respect in the school	4.18	High
Fostering trust and collaboration among staff	4.16	High
Recognizing and rewarding teacher achievements	4.12	High
Encouraging student participation and engagement	4.15	High
Creating a safe and supportive environment	4.20	High
Overall Mean	**4.16**	**High**

Teachers in table 8 perceived the **impact of professional development on administrators' ability to establish a positive school culture and climate as high** (overall mean = 4.16). The highest-rated indicator was creating a safe and supportive environment (M = 4.20), underscoring the administrators' role in ensuring that schools provide conducive conditions for both teaching and learning. The lowest, though still rated high, was recognizing and rewarding teacher achievements (M = 4.12). This suggests that while administrators prioritize inclusivity, collaboration, and safety, recognition and motivation strategies may require stronger emphasis. Research confirms that acknowledgment of teacher accomplishments is a key factor in boosting morale, retention, and professional satisfaction (Harris, 2018; Leithwood & Jantzi, 2021). Overall, the findings affirm that professional development equips administrators with the competencies to foster positive school cultures. However, additional training may be necessary to enhance recognition and reward systems that further motivate teachers and strengthen school climate.

Table 9. Cross-Case Analysis of School Heads' Level of Professional Development Practices Compared to Teachers' Assessment in Terms of Demonstrating Effective Instructional Leadership

Group	Mean	Descriptive Rating
School Heads (Self-Assessment)	4.27	Very High
Teachers (Assessment of School Heads)	4.09	High

The cross-case analysis in table 9 revealed a discrepancy between school heads' self-assessment and teachers' assessment of instructional leadership. School heads rated themselves at a **very high level** (M = 4.27), while teachers rated them slightly lower at a **high level** (M = 4.09). This difference suggests a perceptual gap: administrators believe they engage strongly in instructional leadership, but teachers perceive their practices less favorably. The variation could be attributed to differing expectations—administrators may focus on policy-level leadership actions, while teachers evaluate effectiveness based on day-to-day classroom support and feedback. The result mirrors findings in prior studies where leaders tended to overestimate their instructional leadership competencies compared to teachers' perceptions (Zepeda, 2022; Dulude & Milley, 2021). This gap underscores the need for reflective practices and 360-degree feedback mechanisms to bridge administrator self-perceptions with the lived experiences of teachers.

Table 10. Cross-Case Analysis of School Heads' Level of Professional Development Practices Compared to Teachers' Assessment in Terms of Demonstrating Effective Communication and Collaboration

Group	Mean	Descriptive Rating
School Heads (Self-Assessment)	4.16	High
Teachers (Assessment of School Heads)	4.16	High

The results in table 10 indicate that both school heads and teachers rated administrators' communication and collaboration skills at a **high level** (M = 4.16). Unlike in instructional leadership (Table 9), where a perceptual gap was evident, the assessments here were consistent. This suggests that administrators' self-perceptions of their communication and collaboration skills align with teachers' experiences. The consistency of ratings reflects a shared acknowledgment of the importance of teamwork, stakeholder partnerships, and open communication in school leadership. This outcome resonates with the transformational leadership framework, which underscores collaboration and shared vision as essential dimensions of effective leadership (Bass, 1985; Avolio et al., 2014). However, the rating being "high" rather than "very high" suggests there is still room for growth, particularly in conflict management and in sustaining deeper collaboration with teachers and external stakeholders. Prior research affirms that professional development in communication must be continuous, as evolving school contexts demand increasingly complex negotiation and partnership skills (Harris, 2018; Leithwood & Jantzi, 2021).

Table 11. Cross-Case Analysis of School Heads' Level of Professional Development Practices Compared to Teachers' Assessment in Terms of Making Informed Decisions

Group	Mean	Descriptive Rating
School Heads (Self-Assessment)	4.19	High
Teachers (Assessment of School Heads)	4.09	High

The findings in table 11 reveal that both school heads and teachers rated administrators' decision-making skills at a **high level**, though a slight discrepancy exists. School heads rated themselves higher (M = 4.19) than teachers did (M = 4.09). This indicates that while administrators perceive themselves as making well-informed and transparent decisions, teachers view their decision-making practices with a bit more caution. The difference, though not large, reflects a potential gap in how decision-making processes are communicated and evaluated. Administrators may believe they apply data and policies consistently, while teachers may judge effectiveness based on the actual outcomes of those decisions in classroom contexts. This aligns with Fullan's (2015) observation that decision-making in schools is not only about applying policies but also about ensuring that decisions translate into meaningful instructional impact. It also resonates with Dulude and Milley's (2021) findings that teachers often look for stronger post-decision evaluation and follow-up from school leaders.

Table 12. Cross-Case Analysis of School Heads' Level of Professional Development Practices Compared to Teachers' Assessment in Terms of Designing Professional Development Opportunities

Group	Mean	Descriptive Rating
School Heads (Self-Assessment)	4.22	High
Teachers (Assessment of School Heads)	4.05	High

Both groups in table 12 rated the school heads' ability to design professional development (PD) opportunities at a **high level**. However, as in earlier dimensions, school heads rated themselves slightly higher (M = 4.22) compared to teachers (M = 4.05). This suggests that while school leaders believe they are proactive in creating meaningful PD

programs, teachers may see room for improvement in ensuring these opportunities directly address classroom needs. The disparity points to a difference in perspective: school leaders often view the design of PD from a structural or administrative standpoint—such as program planning, resource allocation, and alignment with educational reforms. In contrast, teachers' assessment is grounded in whether PD translates into relevant, applicable strategies that enhance teaching and learning outcomes. This finding is consistent with the view of Darling-Hammond et al. (2017), who stressed that professional development must be sustained, content-focused, and contextually relevant to have an impact. Similarly, Jensen et al. (2016) highlighted that PD programs designed without sufficient teacher input often fall short in addressing real instructional challenges.

Table 13. Cross-Case Analysis of School Heads' Level of Professional Development Practices Compared to Teachers' Assessment in Terms of Building Relationships and Collaborative Cultures

Group	Mean	Descriptive Rating
School Heads (Self-Assessment)	4.35	Very High
Teachers (Assessment of School Heads)	4.10	High

The results in table 13 reveal that school heads rated their competence in **building relationships and fostering collaborative cultures** at a **very high level** (M = 4.35), while teachers assessed this dimension at a **high level** (M = 4.10). The variance indicates that while school leaders perceive themselves as strong facilitators of collaboration, teachers may experience these efforts as less consistent in practice. This gap underscores the complexity of cultivating a genuine culture of collaboration. School leaders often focus on creating structural opportunities for teamwork—such as professional learning communities (PLCs), shared planning time, or committee work. However, teachers may prioritize relational aspects, such as trust, inclusiveness, and authentic participation in decision-making. Scholars such as Hargreaves and Fullan (2012) emphasized that collaborative cultures thrive when built on trust, shared responsibility, and collective efficacy. Without these, formal structures may fail to foster meaningful professional collaboration. The findings suggest that leaders must not only design systems for collaboration but also ensure that these systems translate into authentic, day-to-day collegial interactions that teachers find beneficial.

Table 14. Cross-Case Analysis on Building Individual and Collective Capacity

Themes Identified	Key Insights
Professional Growth	Leaders and teachers reported enhanced skills in planning, curriculum implementation, and management.
Collaboration	Collective decision-making fostered teamwork and accountability.
Empowerment	Shared leadership strengthened confidence and encouraged innovation.

As shown in table 14, professional development enhanced both individual skills and collective capacity. Collaboration and empowerment were recurring themes, fostering a culture of growth and shared responsibility.

Table 15. Cross-Case Analysis on Providing Instructional Support and Feedback

Themes Identified	Key Insights
Coaching and Mentoring	School leaders guided teachers through coaching and mentoring sessions.
Classroom Observation	Regular observations were conducted to monitor and support teaching practices.
Constructive Feedback	Feedback was delivered in a developmental rather than punitive manner.

Table 15 indicates that professional development strengthened leaders' ability to provide instructional support. Through mentoring, observation, and constructive feedback, teachers were encouraged to reflect on and improve their practice, resulting in a more supportive and growth-oriented school environment.

Table 16. Cross-Case Analysis on Establishing a Culture of Continuous Improvement

Themes Identified	Key Insights
Reflective Practice	Teachers engaged in regular reflection on instructional strategies.
Innovation	Leaders encouraged experimentation with new teaching methods.
Sustained Growth	Continuous learning was institutionalized through PD programs.

Professional development in table 16 fostered a culture of continuous improvement where reflection, innovation, and sustained growth became embedded in school practices.

Table 17. Cross-Case Analysis on Enhancing Collaboration and Teamwork

Themes Identified	Key Insights
Collective Goals	Teams worked towards shared visions of instructional excellence.
Shared Decision-Making	Teachers participated in school-level planning and problem-solving.
Mutual Support	A collaborative atmosphere promoted peer learning and mentoring.

Collaboration and teamwork in table 17 were strengthened as professional development aligned staff toward common goals. Shared decision-making and peer support created a stronger sense of community and accountability.

Table 18. Cross-Case Analysis on Strengthening Leadership and Management Practices

Themes Identified	Key Insights
Strategic Planning	Leaders developed clearer school improvement plans.
Resource Management	Training enhanced leaders' capacity to manage resources effectively.
Instructional Leadership	Principals became more proactive in guiding teaching practices.

Professional development in table 18 enhanced leaders' strategic, managerial, and instructional capacities, ensuring more effective school governance and improved learning environments.

Table 19. **Cross-Case Analysis on Building Teacher Confidence and Morale**

Themes Identified	Key Insights
Motivation	PD increased teacher enthusiasm for their roles.
Empowerment	Teachers felt more capable of managing classroom challenges.
Job Satisfaction	Enhanced skills and recognition improved morale.

Teachers in table 19 reported higher levels of confidence and morale as a result of professional development. Empowerment and motivation translated into stronger teaching performance and greater job satisfaction.

Table 20. Cross-Case Analysis on Addressing Challenges in Professional Development

Themes Identified	Key Insights
Time Constraints	Teachers cited limited time to attend training sessions.
Resource Limitations	Schools faced funding and material shortages.
Resistance to Change	Some teachers struggled to adapt to new practices.

As shown in table 20, despite benefits, challenges such as limited time, resource shortages, and resistance to change hindered full implementation of professional development initiatives. These barriers highlighted the need for continuous support and systemic solutions.

Conclusion

The study demonstrated that professional development had a significant impact on strengthening educational leadership and management practices. Findings revealed that school heads benefited from enhanced competencies in instructional leadership, collaboration, capacity building, and feedback delivery, while teachers experienced improved confidence, morale, and professional growth. Although challenges such as time constraints, resource limitations, and resistance to change were noted, the overall results affirmed that well-structured professional development fosters continuous improvement, empowers teachers, and equips leaders with the necessary skills to sustain effective school governance.

Recommendations

It is recommended that schools institutionalize professional development programs by aligning them with strategic goals, ensuring continuous support, and addressing identified barriers. School leaders should prioritize collaborative and reflective practices, allocate sufficient resources, and adopt inclusive approaches that actively involve teachers in decision-making. Policies at both institutional and system levels should be designed to sustain professional growth and ensure that capacity-building efforts translate into meaningful improvements in teaching, learning, and leadership practices.

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