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EXEMPLIFYING SCHOOL HEADS' MANAGEMENT AGILITY TOWARDS TEACHERS' PROFESSIONAL DEVELOPMENT AND LEARNING OUTCOMES

Djahara C. Salaum

The Graduate School, Cebu Technological University Main Campus,
Cebu City, Philippines

ABSTRACT

Agile school leadership inspires professional excellence among teachers and creates meaningful learning experiences that lead to improved learner outcomes. This research assessed the school heads' agility management efficiency, communication styles, and teachers' professional development in relation to learners' learning outcomes in the select public elementary schools of Ubay 1 District, Schools Division of Bohol, during school year 2026-2027 as basis for a proactive enhancement program. The study employed a correlational research design and was conducted in Ubay 1 District among 3 school heads and 76 teachers from select public elementary schools. The respondents were selected through stratified random sampling to examine the relationships among school heads' management efficiency, communication styles, teachers' professional development, and learners' learning outcomes. The study found that school heads were Moderately Efficient in management, with Targets as the strongest dimension. Their communication styles were Sometimes Observed, with Assertive Communication rated highest. Teachers' professional development was Moderately Developed, particularly in Preferences and Needs, while learners demonstrated Satisfactory learning outcomes, with Psychomotor as the strongest domain. Furthermore, no significant relationship was found between school heads' management efficiency and teachers' professional development, leading to the acceptance of the null hypothesis. The researcher concluded that school heads demonstrated generally effective management and predominantly assertive communication, teachers exhibited moderate professional development, and learners attained satisfactory learning outcomes. Moreover, school heads' management efficiency was not significantly related to teachers' professional development. The study recommended strengthening school management, leadership communication, and evidence-based decision-making through supportive policies and leadership programs. It

also encouraged curriculum enhancement, sustained teacher professional development, improved instructional practices, and active learner engagement to foster holistic learning outcomes and continuous school improvement.

Keywords: *Educational Management and Development, quantitative-correlational design, management agility, efficiency, communication styles, professional development, learners' learning outcomes, Ubay, Bohol*

INTRODUCTION

Schools are expected to provide quality instruction while responding to changing educational demands and supporting teachers' professional growth. School heads contribute to these goals through planning, resource management, instructional supervision, communication, and the development of a supportive school climate. Research on educational leadership has examined how school leadership practices relate to teacher performance and school effectiveness (Aquino et al., 2021). Agile leadership also emphasizes the capacity to adapt management approaches in response to changing conditions and school improvement needs (Awad & Al Adwan, 2023; Çobanoğlu & Demir, 2022).

Communication is another important component of school leadership. Clear and respectful communication can support collaboration, shared understanding, and teachers' participation in school processes. The present study examined aggressive, assertive, open, and inclusive communication styles. Assertive communication may help school heads communicate expectations and respond to concerns while maintaining professional relationships. However, the consistency of open and inclusive communication also matters in ensuring that teachers can contribute to decisions and school improvement.

Teacher professional development supports teachers in strengthening knowledge, pedagogical skills, assessment practices, and respond to learners' needs. Professional learning opportunities are more useful when they are relevant to teachers' contexts, preferences, and development needs. Studies on professional development in the Philippines have identified barriers and needs that should be considered when planning professional learning (Chin et al., 2022; Ancho & Arrieta, 2021). Learning-centered leadership and instructional leadership may also support teacher development and student achievement through school and classroom conditions (Cereno & Quinito, 2025; Dutta & Sahney, 2022).

Despite these perspectives, the relationship among school heads' management efficiency, communication styles, teachers' professional development, and learners' learning outcomes requires context-specific examination. In Ubay 1 District, Bohol, school leaders operate within different school contexts and resource conditions. The present study therefore assessed these variables in three selected public elementary schools and used the findings as a basis for a proactive enhancement program. The study contributes local evidence to discussions of agile leadership, teacher learning, and school

improvement. The findings are interpreted as associations and perceptions rather than proof of causation.

Research Questions

This research assessed the school heads' management agility towards teachers' professional development and learners' learning outcomes in the select public elementary schools of Ubay 1 District, Schools Division of Bohol, during school year 2026–2027 as basis for a proactive enhancement program for strengthening school heads' management agility, teachers' professional development, and learning outcomes.

Specifically, the research sought to answer the following questions:

1. What is the demographic profile of the:
   1.1 school heads'
      1.1.1 age and gender,
      1.1.2 highest educational attainment,
      1.1.3 length of school leadership experience,
      1.1.4 current position/rank, and
      1.1.5 relevant professional development trainings attended,
   1.2 teachers'
      1.2.1 age and gender,
      1.2.2 highest educational attainment,
      1.2.3 length of teaching experience,
      1.2.4 current position/rank, and
      1.2.5 relevant professional development trainings attended?
2. What is the respondent groups perception on the level of school heads' management agility in terms of:
   2.1 efficiency
      2.1.1 operations,
      2.1.2 monitoring,
      2.1.3 targets,
      2.1.4 people, and
      2.1.5 leadership,
   2.2 communication style
      2.2.1 aggressive,
      2.2.2 assertive,
      2.2.3 open, and
      2.2.4 inclusive communication?
3. What is the perception of respondent groups regarding teachers' professional development in terms of:
   4.1 activities,
   4.2 preferences, and
   4.3 needs?
4. What is the learners' learning outcomes as assessed by the teachers in terms of:
   4.1 cognitive,

4.2 affective, and
4.3 psychomotor domain?

5. Is there a significant relationship between the management agility of the school head and teachers' professional development?
6. Based on findings what proactive enhancement program for strengthening school heads' agility, teachers' professional development, and learning outcomes can be developed?

METHODOLOGY

The study employed a quantitative descriptive-correlational design to describe the study variables and examine the relationship between school heads' management efficiency and teachers' professional development. It was conducted in Ubay 1 District, Schools Division of Bohol, Philippines. A total of 79 respondents, consisting of 3 school heads and 76 teachers from Ubay Central Elementary School, Camambugan Elementary School, and Calanggaman Elementary School, participated in the study through stratified random sampling.

Data were gathered using a modified questionnaire with sections on respondent profiles, school heads' management efficiency, communication styles, teachers' professional development, and learners' learning outcomes. The instrument drew on previously developed measures identified in the dissertation, including Masci et al. (2018) for management efficiency, Tabia et al. (2023) for communication styles, Chin et al. (2022) for teacher professional development, and Duque and Weeks (2010) for learning outcomes. Except for demographic information, questionnaire sections used a four-point Likert scale. The dissertation reports that the questionnaire was reviewed by experts and pilot-tested, with internal consistency examined using Cronbach's alpha. Learners' learning outcome data were also obtained from authorized school records.

Frequency counts and percentages were used to describe respondents' demographic profiles. Weighted means and standard deviations summarized assessments of management efficiency, communication styles, professional development, and learning outcomes. Spearman's rank-order correlation was used to test the relationship between management efficiency and teachers' professional development at the .05 significance level.

RESULTS AND DISCUSSION

The findings revealed that school heads demonstrated a moderate level of management efficiency, with an overall mean of 3.23 (SD=0.536). Target setting received the highest rating, indicating that establishing and pursuing school goals was a relative strength. However, operations and monitoring received comparatively lower ratings, suggesting the need to improve administrative processes and the monitoring of school activities. These findings highlight the importance of combining clear school goals with effective implementation and continuous monitoring to support school improvement. Collaborative routines may also help strengthen teaching practices and school processes when they encourage shared responsibility and coordination. (Akmad et al., 2025).

In terms of communication styles, assertive communication received the highest rating, while aggressive communication was the least observed. This suggests that school heads were more likely to communicate directly and appropriately than to use aggressive communication. Nevertheless, open and inclusive communication may need further strengthening to encourage teachers to express their concerns, participate in decision-making, and collaborate in school activities. Effective communication is important in establishing shared understanding and creating a supportive working environment for teachers. Encouraging collaborative routines and constructive professional interactions may further support coordination among school personnel (Akmad et al., 2025).

Regarding teachers' professional development, the findings showed a moderate level of professional development, with an overall mean of 2.93 (SD=0.650). Teachers' preferences and professional development needs received higher ratings than professional development activities. This suggests that recognizing teachers' needs and interests does not necessarily mean that sufficient opportunities are available to address them. Ancho and Arrieta (2021) emphasized that Filipino teachers view professional development as a means of improving knowledge, skills, and professional growth. Similarly, Chin et al. (2022) examined barriers to and needs for teacher professional development in the Philippines, highlighting the importance of responding to teachers' learning needs. Furthermore, Chaipidech et al. (2022) presented a personalized professional training model to support teachers' technological pedagogical content knowledge development. Their work provides a relevant example of how professional learning can be structured around teachers' development needs. Therefore, schools should provide relevant, accessible, and sustained professional learning opportunities supported by appropriate follow-up and evaluation.

In terms of learners' learning outcomes, the overall rating was satisfactory, with a mean of 2.74 (SD=0.597). Affective and psychomotor outcomes were rated satisfactory, while cognitive outcomes were rated fair. This indicates that cognitive learning requires particular attention while the other domains should continue to be supported. Dutta and Sahney (2022) found that the influence of principals' instructional leadership on student achievement operates indirectly through factors such as school climate and teacher performance. Similarly, Bellibas et al. (2026) examined instructional leadership and

student achievement, including the roles of professional development and cognitive activation in teaching. These studies provide a basis for considering how instructional support and teacher learning may contribute to student achievement. Therefore, schools may strengthen instructional supervision, monitor learner progress, provide targeted interventions for learners experiencing difficulties, and support teachers in applying effective classroom strategies.

Furthermore, the study found no statistically significant relationship between school heads' management efficiency and teachers' professional development (ρ = 0.018, p = 0.879). Since the p-value was greater than the .05 significance level, the null hypothesis was not rejected. This means that the analysis did not establish a significant association between the two variables among the respondents. Esguerra and Quinito (2025) examined teachers' professional development and school leadership management, while Cereno and Quinito (2025) investigated learning-centered leadership practices and teachers' professional development, highlighting the relevance of leadership practices toward learning. Taken together, these studies suggest that the relationship between leadership and professional development may vary depending on the leadership dimensions examined and the school context. In the present study, the results indicate that management efficiency alone was not significantly associated with the teachers' professional development. School heads may therefore need to go beyond general management practices by ensuring that professional learning activities directly address teachers' needs and are supported by appropriate follow-up and evaluation.

Conclusions

School heads generally demonstrate moderate management efficiency and frequently use assertive communication, while teachers' professional development is moderately developed. Learners' learning outcomes are satisfactory overall, although cognitive performance needs further improvement. However, school heads' management efficiency has no significant relationship with teachers' professional development in this study. Therefore, strengthening school management and communication, providing relevant and sustained professional development opportunities, and improving instructional support are essential to enhance teachers' professional growth and learners learning outcomes.

Recommendations

Based on the implicated findings and conclusions, the researcher has drawn the following recommendations:

1. School heads strengthen operational planning, monitoring, instructional supervision, and evidence-informed decision-making while sustaining effective target-setting practices.
2. School leaders should create regular, structured opportunities for open and inclusive communication, teacher voice, collaborative planning, and constructive feedback.

3. Education officials and school leaders should design sustained professional development aligned with teachers' identified needs and preferences, including mentoring, coaching, professional learning communities, and peer collaboration.
4. Teachers should be supported in applying professional learning to classroom practice and in using formative assessment and learner-centered strategies to strengthen cognitive learning outcomes.
5. Future studies should include larger samples, more school contexts, and additional variables such as school climate, teacher motivation, instructional leadership, and learner engagement. Mixed-methods or longitudinal designs could provide a more detailed account of how these factors interact.

Compliance with Ethical Standards

Ethical considerations were essential in this research to ensure integrity, accountability, trust, and fairness among all participants. In this study, the ethical treatment of teachers and school heads was given utmost importance. Their information remained confidential and anonymous, and the data collected were solely for academic purposes. Prior to participation, informed consent was secured, ensuring the respondents were fully aware of the objectives of the study and their role in it. Participation was voluntary, with the freedom to withdraw from the study at any point without any negative consequence. Respondents were treated with dignity and respect, and the research was carried out impartially, without bias or external influence. The study complied with the guidelines established by the National Privacy Commission under the Data Privacy Act of 2012, ensuring adherence to data protection regulations. The researcher followed the Act's regulations and applied internationally recognized principles and standards to safeguard personal data. The research honored the fundamental human right to privacy while also promoting the free flow of knowledge for national progress and development. The researcher implemented all necessary measures to secure and protect personal data and information.

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djahara.salaum@deped.gov.ph