

School Administrators' Management Style and Its Effect on Teacher's Professional Practices

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Abstract— This descriptive-correlational study investigates the relationship between school administrators' management styles and teachers' professional practices in selected schools. The study evaluates the demographic profiles of school administrators and teachers, the extent of management styles employed by administrators (Telling, Selling, Participating, and Delegating), and the professional practices of teachers across various domains. Administrators predominantly exhibit advanced educational qualifications and extensive experience, while teachers are younger and less experienced. Results reveal that administrators' management styles are rated "Very High" across all dimensions, emphasizing directive, collaborative, and empowering approaches. Teachers' professional practices also score "Very High" in content knowledge, pedagogy, classroom environment, diversity of learners, curriculum planning, assessment, community engagement, and professional development, reflecting a robust commitment to educational excellence. Statistical analysis reveals a weak negative correlation (-0.204) between administrators' management styles and teachers' professional practices. However, the relationship is not statistically significant ($p = 0.572$), leading to the retention of the null hypothesis. The findings suggest that while administrators demonstrate effective management strategies, these do not strongly influence teachers' professional practices. The study underscores the need for tailored professional development programs that align management styles with teaching practices to foster collaboration and enhance educational outcomes. Further research is recommended to explore other variables that may impact the dynamics between management styles and professional practices.

Keywords— management styles, professional practices, school administrators, decision-making, work performance.

I. INTRODUCTION

Background of the Study

School administrators' management styles play a vital role in shaping the school environment, influencing teachers' morale, job satisfaction, and overall performance, which in turn affects student outcomes. Leadership styles—such as authoritarian, democratic, laissez-faire, and transformational—impact decision-making, communication, and organizational culture. Research highlights that transformational and transactional leadership significantly influence teacher job satisfaction and commitment (Saleem et al., 2020; Mwesigwa, Tusiime, & Ssekiziyivu, 2020), with studies in Palawan and Sulu confirming the link between leadership practices and teacher performance (Perez & Lumaad, 2021; Abdurahman & Omar, 2021). Caliba (2022) further emphasized the role of self-efficacy and working conditions in enhancing teacher performance. However, initial observations and interviews suggest a gap in understanding how administrators' management styles impact professional practices, with teachers reporting feelings of micromanagement, lack of feedback, and limited professional development opportunities. Some administrators remain unaware of their influence on teacher morale, while others recognize the issue but struggle to implement changes.

This study aims to examine the relationship between administrators' management styles and teachers' professional practices, considering teachers' demographic factors and assessing the influence of telling, selling, participating, and delegating leadership styles on key professional domains such as pedagogy, learning environment, curriculum planning, and personal growth.

II. RESEARCH METHODS

Research Design

This study utilized a descriptive-correlational research design to collect relevant data. This approach was ideal for observing and analyzing relationships among variables without manipulation. As noted by Creswell and Creswell (2018), this design was valuable for describing and quantifying the degree of association or correlation between two or more variables or scores. It offered a snapshot of current conditions, enabling researchers to explore how variables interacted or related within a specific sample. Additionally, correlational studies allowed researchers to examine how effectively one variable predicted another, providing insights into the strength and direction of these relationships under naturally occurring conditions.

Research Setting

Tangub, a fourth-class component city in Misamis Occidental, Philippines, had a population of 68,389 as of the 2020 census. Its name originates from the Subanen word "Tangkub," referring to a rice container. A legend suggests the name arose from a Spanish soldier's misinterpretation of a local term after finding a dead man inside a "tangkub." Tangub's economy initially flourished through agriculture and trade, with Chinese merchants later contributing to its development. It became a municipality in 1929 by an executive order from Governor-General Dwight Davis, separating from Misamis (now Ozamiz City). The area that now forms Bonifacio was once part of Tangub before becoming a separate municipality before World War II. The municipality was briefly renamed "Regidor" before reverting to Tangub.

Research Respondents

The study involved school administrators, including principals, head teachers, and other leadership figures, who provided valuable insights into their management practices. Additionally, teachers from the same schools were included to explore how the administrators' management styles influenced their professional practices. By examining both groups, the study sought to establish a comprehensive understanding of the relationship between school administrators' management styles and the professional practices of teachers within this context.

Research Instrument

The study utilized a researcher-made questionnaire to examine the impact of school administrators' management styles on teachers' professional practices. It comprised three sections: demographic data of administrators (age, education, and experience), evaluation of management styles (Telling, Selling, Participating, and Delegating), and assessment of teachers' professional practices across key domains like pedagogy, curriculum, assessment, and professional development. The questionnaire aimed to explore the relationship between leadership styles and teachers' effectiveness in the classroom and professional growth.

Instruments Validation

A systematic validation process was implemented to ensure the reliability and validity of the researcher-made instrument. Content validation involved an expert panel of education management specialists, a licensed guidance counselor, and experienced teachers, who assessed the instrument's relevance, clarity, and

alignment with the study's objectives. Face validation was conducted through a pilot test with five teachers from the target group, which led to adjustments for better clarity and readability. For construct validation, the instrument underwent factor analysis with a sample of 30 respondents to ensure proper grouping of items under their respective constructs. Reliability was tested using a test-retest method and Cronbach's alpha, with items revised if they did not meet the threshold of internal consistency ($\alpha \geq 0.7$).

Data-Gathering Procedure

The data-gathering procedure for this study began with obtaining formal permission from the school division or district office. A letter of request detailing the study's purpose, design, and confidentiality assurances was sent for approval. Upon receiving permission, school administrators and teachers were contacted through their respective school heads to confirm participation, and informed consent was obtained from all respondents. The survey included three sections: demographic information on administrators, an assessment of their management styles, and an evaluation of teachers' professional practices. The survey was distributed to respondents, who had one week to complete it, with reminders and assistance provided as needed. The collected data was entered into statistical software for analysis using descriptive statistics and correlational analysis to examine the relationships between administrators' management styles and teachers' professional practices. Ethical guidelines, including informed consent and confidentiality, were followed, ensuring personal information was excluded from the final report. The findings were summarized and shared with school administrators and the district office, with potential publication for educational purposes.

Ethical Consideration

The study adhered to ethical guidelines by prioritizing informed consent, ensuring participants were fully aware of the study's objectives, procedures, risks, and benefits before providing written consent. Confidentiality and privacy were maintained throughout, with all identifying information coded or removed to protect anonymity, and data securely stored with restricted access. The research followed the principle of non-maleficence by taking steps to prevent harm, whether psychological, emotional, or professional, and emphasized the voluntary nature of participation, allowing participants to withdraw at any time, thus upholding the principle of autonomy (American Psychological Association, 2017).

Statistical Treatment

This section described the statistical tools used to analyze the study's data. Frequency count was used to categorize and tally occurrences within variables such as teachers' age, educational attainment, and length of service. The arithmetic mean measured the average extent of management styles (Telling, Selling, Participating, and Delegating) and teachers' professional practices. The Spearman Rank Correlation Coefficient

assessed the strength and direction of the relationship between school administrators' management styles and teachers' professional practices. The Kruskal-Wallis Test compared professional practice ratings across demographic groups to determine significant differences. These statistical methods effectively quantified relationships and differences, ensuring a clear and accurate interpretation of the data.

III. RESULTS AND DISCUSSION

Table 1. Demographic Profile of the Respondents

Profile	School Administrators		Teachers	
	f	%	f	%
Age				
30 and below years old	1	10	47	69.12
31 – 40 years old	2	20	15	22.06
41 – 50 years old	1	10	5	7.35
51 – 60 years old	2	20	0	0
Above 60 years old	4	40	1	1.47
Total	10	100	68	100
Educational Attainment				
Bachelor's Degree	0	0	54	79.41
Master's Degree	9	90	9	13.23
Doctorate Degree	1	10	1	1.47
Others	0	0	4	5.89
Total	10	100	68	100
Length of Service				
5 years and less than	0	0	36	52.94
6 – 10 years	2	20	30	44.12
11 – 15 years	6	60	1	1.47
16 – 20 years	2	20	1	1.47
more than 20 years	0	0	0	0
Total	10	100	68	100

The demographic profile in Table 1 highlighted key differences between school administrators and teachers in terms of age, educational attainment, and length of service. Administrators were generally older, with 40% being above 60 years old, while teachers were predominantly younger, with 69.12% aged 30 or below. Educational attainment also varied significantly, as 90% of administrators held a Master's Degree and 10% a Doctorate, whereas the majority of teachers (79.41%) had only a Bachelor's Degree, with smaller percentages

holding advanced degrees. In terms of length of service, 60% of administrators had 11-15 years of experience, while most teachers (52.94%) had served for five years or less. These findings reflected the typical career trajectory in education, where administrators had more experience and higher qualifications, while teachers were generally at the earlier stages of their careers. This distinction emphasized the role of experience and advanced education in progressing to administrative positions within the school system.

Table 2.1 Extent of School Administrators' Management Style in terms Telling

Indicators	SD	Mean
The administrator provides clear and specific instructions to staff on how tasks should be completed.	0.49	3.40
The administrator closely supervises staff to ensure tasks are completed according to guidelines.	0.45	3.30
The administrator is very involved in decision-making and tells staff exactly what to do.	0.40	3.20

The administrator prefers to make decisions independently and informs staff afterward.	0.45	3.30
The administrator expects staff to follow established procedures without questioning them.	0.49	3.40
Average Mean	3.32 Very High	

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 2.1 assessed school administrators' use of the Telling management style, with an overall "Very High" mean score of 3.32. The highest-rated practices (3.40) involved providing clear instructions and enforcing strict adherence to procedures, emphasizing precision and consistency. Administrators also closely supervised staff and made independent decisions (3.30), reinforcing a directive leadership approach. While effective for

maintaining structure and control, this style limited staff autonomy and collaboration. Aligning with Hersey and Blanchard's Situational Leadership Model, this approach was beneficial for tasks requiring clear guidance. However, incorporating Participating or Delegating styles could enhance staff engagement and innovation.

Table 2.2 Extent of School Administrators' Management Style in terms Selling

Indicators	SD	Mean
The administrator explains the reasoning behind decisions and seeks to persuade staff to agree with them.	0.49	3.60
The administrator encourages staff to provide input but ultimately makes the final decision.	0.40	3.20
The administrator uses clear communication to sell new ideas or initiatives to the team.	0.40	3.20
The administrator engages in discussions to get buy-in from staff before moving forward with changes.	0.45	3.30
The administrator provides support and motivation to help staff embrace new policies or tasks.	0.40	3.20
Average Mean	3.30 Very High	

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 2.2 assessed school administrators' use of the Selling management style, with an overall "Very High" mean score of 3.30. The highest-rated practice (3.60) was effectively explaining decisions and persuading staff to align with them, highlighting transparency and engagement. Administrators also encouraged staff input (3.20–3.30) while retaining decision-making authority, demonstrating a balance between collaboration and

directive leadership. Clear communication and motivation further strengthened staff commitment. These findings suggest that persuasive communication was a key strategy in gaining staff support, particularly during changes. Enhancing collaborative decision-making could further empower staff and create a more inclusive organizational culture.

Table 2.3 Extent of School Administrators' Management Style in terms Participating

Indicators	SD	Mean
The administrator actively involves staff in the decision-making process and considers their input.	0.45	3.30
The administrator fosters a collaborative environment by consulting with staff on key issues.	0.49	3.40
The administrator encourages team-based problem-solving to address challenges.	0.40	3.20
The administrator shares decision-making authority with staff and seeks consensus when possible.	0.50	3.50
The administrator values the opinions of staff and works together with them to make decisions.	0.45	3.30
Average Mean	3.34 Very High	

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 2.3 evaluates the extent to which school administrators adopt a participatory management style, with an overall "Very High" mean score of 3.34. The highest-rated practice was sharing decision-making

authority and seeking consensus (3.50), highlighting administrators' commitment to collaboration. Consulting staff on key issues (3.40) and actively involving them in decision-making (3.30) further

emphasize inclusivity, while valuing staff opinions (3.30) reinforces efforts to create a supportive and engaged work environment. Although encouraging team-based problem-solving received the lowest score (3.20), it still maintained a "Very High" rating, indicating that collaborative problem-solving remains a key leadership aspect. These findings align with leadership theories, including Northouse's (2021) assertion that participative leadership builds trust, enhances decision-making, and promotes organizational

effectiveness. Similarly, Wilkins (2016) emphasized that involving staff fosters engagement, commitment, and a positive organizational climate. By prioritizing shared decision-making, administrators create an inclusive and collaborative culture that strengthens relationships and drives collective problem-solving. To further enhance participatory leadership, school administrators could place greater focus on team-based problem-solving, fostering innovation, and addressing challenges more effectively.

Table 2.4 Extent of School Administrators' Management Style in terms Delegating

Indicators	SD	Mean
The administrator trusts staff to make decisions independently without frequent oversight.	0.30	3.10
The administrator delegates responsibility for tasks and expects staff to take ownership.	0.49	3.40
The administrator gives staff the freedom to determine how to complete tasks while offering support as needed.	0.45	3.70
The administrator relies on staff to manage their own workloads with minimal direction.	0.40	3.80
The administrator empowers staff to take initiative and solve problems on their own.	0.30	3.90
Average Mean	3.58	Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 2.4 assesses the extent of school administrators' use of the delegating management style, with an overall "Very High" mean score of 3.58. The highest-rated practice was empowering staff to take initiative and solve problems independently (3.90), highlighting a strong commitment to fostering autonomy. Trusting staff to manage workloads with minimal direction (3.80) and allowing them to determine task completion methods while providing support (3.70) further reflect

confidence in staff capabilities. Delegating responsibilities and encouraging accountability (3.40) and trusting staff to make independent decisions (3.10) indicate that while administrators retained some oversight, they generally promoted trust and responsibility. These findings align with Olaifa's (2022) assertion that effective delegation enhances employee engagement and organizational performance by fostering initiative and ownership among staff.

Table 2.5 Summary of the Extent of School Administrators' Management Style

Components	Mean	Interpretation
Telling	3.32	Very High
Selling	3.30	Very High
Participating	3.34	Very High
Delegating	3.58	Very High
Average Mean	3.385	Very High

Scale: 1.0 – 1.75 "Very Low", 1.76 – 2.50 "Low", 2.51 – 3.25 "High", 3.26 – 4.00 "Very High"

Table 2.5 examines the management styles adopted by school administrators, with an overall "Very High" mean score of 3.385. The Delegating style scored the highest (3.58), indicating a strong emphasis on empowering staff and promoting autonomy. The Participating style (3.34) reflected a collaborative approach, fostering shared decision-making and team ownership. The Telling style (3.32) emphasized clear instructions and close supervision, ensuring guidance

for those who needed it, while the Selling style (3.30) highlighted efforts to persuade and motivate staff.

These findings align with Hersey and Blanchard's Situational Leadership Model, which suggests that effective leaders adjust their approach based on their team's competence and commitment, balancing directive and supportive behaviors to meet diverse needs.

Table 3.1 Extent of Teachers' Professional Practices in terms of Content Knowledge and Pedagogy

Indicators	SD	Mean
1. I demonstrate mastery of the subject matter I teach.	0.45	3.72
2. I use a variety of teaching strategies that match the learning needs of students.	0.47	3.68
3. I effectively integrate technology and resources to enhance learning.	0.49	3.59
4. I connect theoretical concepts to real-life applications in my teaching.	0.35	3.85
5. I continuously update my knowledge to stay informed about developments in my field.	0.41	3.78
Average Mean	3.72	Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 3.1 evaluates teachers' professional practices in content knowledge and pedagogy, with an overall "Very High" mean score of 3.72. The highest-rated practice was connecting theoretical concepts to real-life applications (3.85), emphasizing the importance of practical relevance in teaching. Continuously updating knowledge (3.78) and demonstrating subject mastery (3.72) reflect teachers' commitment to staying informed

and delivering well-founded instruction. Utilizing diverse teaching strategies (3.68) and integrating technology and resources (3.59) highlight efforts to adapt to students' learning needs and modern educational trends. These findings suggest that teachers prioritize both content expertise and effective pedagogy, ensuring engaging and meaningful learning experiences for students.

Table 3.2 Extent of Teachers' Professional Practices in terms of Learning Environment

Indicators	SD	Mean
1. I establish a positive and inclusive classroom environment.	0.49	3.69
2. I set clear expectations and classroom rules to ensure a safe and orderly learning space.	0.44	3.74
3. I use effective strategies to manage student behavior and engagement.	0.26	3.93
4. I foster mutual respect and collaboration among students.	0.24	3.94
5. I create an environment that encourages curiosity and active participation.	0.33	3.91
Average Mean	3.84	Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 3.2 assesses teachers' professional practices in establishing a positive and engaging learning environment, with an overall "Very High" mean score of 3.84. The highest-rated practice was fostering mutual respect and collaboration among students (3.94), highlighting efforts to create a supportive and cooperative classroom community. Managing student behavior and engagement (3.93) and encouraging curiosity and active participation (3.91) demonstrate a

strong commitment to maintaining an orderly and dynamic learning space. Setting clear expectations and classroom rules (3.74) and establishing a positive and inclusive environment (3.69) further reflect a structured and student-centered approach to classroom management. These results indicate that teachers prioritize creating a well-managed, engaging, and inclusive educational atmosphere that promotes student participation, respect, and a sense of belonging.

Table 3.3 Extent of Teachers' Professional Practices in terms of Diversity of Learners

Indicators	SD	Mean
1. I adapt teaching methods to meet the diverse needs and abilities of students.	0.42	3.76
2. I value and respect cultural, linguistic, and socioeconomic diversity in the classroom.	0.44	3.74
3. I design activities that are inclusive and accessible to all learners.	0.46	3.69
4. I address individual learning needs by providing differentiated instruction.	0.34	3.87
5. I encourage students to appreciate and embrace differences among their peers.	0.32	3.88
Average Mean	3.79	Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 3.3 evaluates teachers' professional practices in addressing learner diversity, revealing a strong commitment to fostering inclusivity and equity. The highest-rated practice was encouraging students to appreciate and embrace differences (3.88), highlighting efforts to promote respect and understanding among peers. Differentiated instruction to meet individual learning needs followed closely (3.87), demonstrating a focus on personalized learning. Adapting teaching

methods to accommodate diverse abilities scored 3.76, reflecting flexibility in instructional strategies. Valuing cultural, linguistic, and socioeconomic diversity (3.74) and designing inclusive, accessible activities (3.69) further emphasize teachers' dedication to equity in education. With an overall "Very High" mean score of 3.79, these findings suggest that teachers are effectively creating inclusive and supportive learning environments that cater to diverse student needs.

Table 3.4 Extent of Teachers' Professional Practices in terms of Curriculum and Planning

Indicators	SD	Mean
1. I align my lesson plans with the learning standards and objectives.	0.28	3.91
2. I design lessons that cater to students' interests and abilities.	0.45	3.72
3. I sequence learning activities logically to facilitate understanding.	0.40	3.79
4. I integrate interdisciplinary approaches into my lesson plans when applicable.	0.37	3.84
5. I plan activities that promote critical thinking and problem-solving skills.	0.46	3.71
Average Mean	3.79 Very High	

Scale: 3.26 - 4.00 "Very High"; 2.51 - 3.25 "High"; 1.76 - 2.50 "Low"; 1.00 - 1.75 "Very Low"

Table 3.4 examined teachers' professional practices in curriculum and planning, with an overall mean score of 3.79, categorized as "Very High." The highest-rated practice was aligning lesson plans with learning standards and objectives (3.91), indicating a strong commitment to meeting educational benchmarks. Integrating interdisciplinary approaches (3.84) and sequencing learning activities logically (3.79)

highlighted efforts to enhance lesson coherence. Designing lessons based on students' interests and abilities (3.72) and promoting critical thinking and problem-solving (3.71) reflected a focus on student-centered learning. These findings demonstrated teachers' dedication to effective curriculum planning that meets standards and supports diverse learning needs.

Table 3.5 Extent of Teachers' Professional Practices in terms of Assessment and Reporting

Indicators	SD	Mean
1. I design assessment tools that align with learning objectives.	0.38	3.82
2. I provide timely and constructive feedback to students on their performance.	0.42	3.76
3. I use a variety of assessment methods to evaluate student learning.	0.46	3.71
4. I analyze assessment data to inform and adjust my teaching strategies.	0.35	3.85
5. I ensure that assessment results are communicated clearly and transparently to students and parents.	0.35	3.85
Average Mean	3.80 Very High	

Scale: 3.26 - 4.00 "Very High"; 2.51 - 3.25 "High"; 1.76 - 2.50 "Low"; 1.00 - 1.75 "Very Low"

Table 3.5 examined teachers' professional practices in assessment and reporting, with an overall mean score of 3.80, categorized as "Very High."

The highest-rated practices included analyzing assessment data to adjust teaching strategies (3.85) and ensuring transparent communication of assessment results to students and parents (3.85). Designing assessments aligned with learning objectives (3.82) and

providing timely, constructive feedback (3.76) reflected a strong commitment to effective evaluation. Using various assessment methods received the lowest score (3.71), indicating a focus on diverse evaluation strategies.

These findings highlighted teachers' dedication to data-driven instruction, transparent communication, and meaningful feedback to support student learning.

Table 3.6 Extent of Teachers' Professional Practices in terms of Community Linkages and Professional Engagement

Indicators	SD	Mean
1. I actively collaborate with parents and guardians to support student learning.	0.26	3.93
2. I participate in school and community activities that promote student welfare.	0.21	3.96
3. I maintain strong partnerships with stakeholders to enhance the educational experience.	0.17	3.97
4. I work with colleagues to share best practices and improve teaching quality.	0.28	3.91
5. I participate in professional organizations and contribute to community development.	0.47	3.68
Average Mean	3.89	Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 3.6 assessed teachers' professional practices in community linkages and professional engagement, with an overall mean score of 3.89, categorized as "Very High." The highest-rated practice was maintaining strong partnerships with stakeholders (3.97), emphasizing a commitment to collaboration in enhancing education. Actively participating in school and community activities (3.96) and collaborating with parents and guardians (3.93) highlighted teachers'

dedication to student welfare and family involvement. Working with colleagues to improve teaching quality (3.91) reflected a focus on professional collaboration, while participation in professional organizations (3.68) indicated engagement in ongoing development. These findings suggested that teachers prioritized community involvement and professional engagement, contributing to a supportive educational environment.

Table 3.7 Extent of Teachers' Professional Practices in terms of Personal Growth and Professional Development

Indicators	SD	Mean
1. I regularly attend training sessions, workshops, and seminars to improve my skills	0.39	3.81
2. I reflect on my teaching practices to identify areas for improvement	0.41	3.78
3. I set professional goals to guide my development as an educator	0.38	3.82
4. I seek feedback from colleagues and supervisors to enhance my performance	0.32	3.88
5. I stay updated with current trends and research in education to inform my teaching	0.30	3.90
Average Mean	3.84	Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 3.7 assessed teachers' professional practices related to personal growth and professional development, with an overall mean score of 3.84, categorized as "Very High." The highest-rated practice was staying updated with current trends and education research (3.90), reflecting a strong commitment to continuous learning. Seeking feedback from colleagues and supervisors (3.88) indicated openness to constructive criticism for self-improvement. Regularly attending training sessions and workshops (3.81)

highlighted the importance of ongoing professional development. Setting professional goals (3.82) demonstrated a proactive approach to career growth, while reflecting on teaching practices (3.78) showed dedication to self-assessment. These findings suggested that teachers actively engaged in continuous learning and professional development, aligning with research that links high-quality professional development to improved student achievement.

Table 3.8 Summary of the Extent of Teachers' Professional Practices

Components	Mean	Interpretation
Content Knowledge and Pedagogy	3.72	Very High
Learning Environment	3.84	Very High
Diversity of Learners	3.79	Very High
Curriculum and Planning	3.79	Very High
Assessment and Reporting	3.80	Very High
Community Linkages and Professional Engagement	3.89	Very High
Personal Growth and Professional Development	3.84	Very High
Average Mean	3.811	Very High

Scale: 1.0 – 1.75 "Very Low", 1.76 – 2.50 "Low", 2.51 – 3.25 "High", 3.26 – 4.00 "Very High"

Table 3.8 provided an overview of teachers' professional practices, with all components categorized as "Very High." The highest mean score of 3.89 was for Community Linkages and Professional Engagement, highlighting strong teacher involvement in community relationships and professional activities. Personal Growth and Professional Development and Learning Environment followed with mean scores of 3.84, indicating a commitment to continuous learning and fostering positive classroom environments. Content Knowledge and Pedagogy had a mean score of 3.72,

demonstrating strong subject expertise and teaching methods. Diversity of Learners and Curriculum and Planning scored 3.79, reflecting a focus on addressing diverse student needs and designing effective curricula. Assessment and Reporting had a mean score of 3.80, showing proficiency in evaluating and communicating student performance. The overall average mean score of 3.811 reinforced that teachers maintained high professional standards across all areas, contributing to effective teaching, student development, and community engagement.

Table 4. Test of Significant Relationship Between School Administrators' Management Style and Teachers' Professional Practice

Test Variables	Correlation Coefficient	P value	Decision
School Administrators' Management Style and Teachers' Professional Practice	-0.204	0.572	retain the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 4 analyzed the relationship between school administrators' management style and teachers' professional practice. The correlation coefficient of -0.204 indicated a weak negative relationship, suggesting that as administrators' management effectiveness increased, teachers' professional practice showed a slight tendency to decrease, and vice versa. However, this relationship was not strong. The p-value of 0.572 was significantly higher than the 0.05 significance level,

leading to the retention of the null hypothesis, meaning no statistically significant relationship existed between the two variables. These findings suggested that variations in administrators' management styles were not meaningfully associated with changes in teachers' professional practices within this dataset, aligning with DanDan and Alias's study, which found that leadership styles may not strongly influence teachers' professional practices.

Table 5. Test of Significant Difference in Teachers' Professional Practice

Kruskal Wallis Test	P value	Decision
Teachers' Professional Practice Vs. Age	0.152	retain the Ho
Teachers' Professional Practice Vs. Educational Attainment	0.107	retain the Ho
Teachers' Professional Practice Vs. Length of Service	0.211	retain the Ho

Note: If $p \leq 0.05$, with a significant difference

Table 5 analyzed whether teachers' professional practices varied significantly based on age, educational attainment, and length of service using the Kruskal-Wallis test, a non-parametric method that does not assume a normal distribution. The results showed p-values of 0.152 for age, 0.107 for educational attainment, and 0.211 for length of service—all above the 0.05 significance level—leading to the retention of the null hypothesis. This indicated that teachers' professional practices did not significantly differ across these demographic groups within this dataset. However, while this study found no significant variation, other research has explored the potential influence of demographic factors on teaching practices, suggesting that their impact may vary depending on different contexts and studies.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The analysis of school administrators' management style and its effect on teachers' professional practices shows a weak negative correlation, indicating a slight inverse relationship between the two variables. However, this relationship is not statistically significant, as evidenced by the high p-value of 0.572. Additionally, no significant differences in teachers' professional practices were found based on age, educational attainment, or length of service. These findings suggest that within the context of this study, administrators' management style does not have a strong or significant impact on teachers' professional practices.

Recommendation

School administrators should continuously refine their management styles to align with best practices that promote teacher development, creating a supportive work environment that enhances satisfaction, professional growth, and overall school performance. Teachers are encouraged to engage in open communication with administrators to foster collaboration, adapt to different leadership approaches, and cultivate a positive work culture for improved teaching outcomes. Administrators should also focus on fostering a positive school climate through effective leadership, leading to better teaching quality and student learning experiences. Policymakers should consider these findings when shaping educational policies to support effective school management and improve teaching standards. Future research should further explore the relationship between school leadership and teacher practices, identifying the most effective management styles for teacher success. Additionally, teacher training programs should integrate insights from this study into their curricula, preparing educators to navigate diverse leadership environments and strengthen their professional skills.

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